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ABSTRACT

This text, intended primarily for Arab trainees at the University of Arizona Environmental Research Laboratory and other native speakers of Arabic, contains 37 lessons of introductory materials. Each lesson contains dialogues and basic texts, vocabulary, pronunciation exercises, grammar, and drills. A vocabulary index concludes the text. (RL)

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BEGINNING ENGLISH

A Basic Course
for
Arab Students

by

HAMDI A. QAFISHEH

ESTABLISHED 1885

University of Arizona
Environmental Research Laboratory
Tucson, 1970

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Preface

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Tucson, 1970 HAMDI A. QAFISHEH

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INTRODUCTION

This text, accompanied by tapes, is basically geared to the purposes of the Arab trainees of the University of Arizona Environmental Research Laboratory and adult native speakers of Arabic. It can be used, however, as a beginning textbook for Arab pre-college students and for trainees of petroleum companies.

1. Arrangement of the Materials

Each lesson in this textbook is divided into the following:

a. Dialogs and Basic Texts. There are more dialogs than basic texts. Both dialogs and basic texts cover a wide variety of subjects of interest. The subjects are chosen arbitrarily.

b. Vocabulary. This section contains the new vocabulary items that occurred in the dialog or the basic text. The vocabulary items are arranged according to the order in which they occur in the dialog or basic text.

c. Additional Vocabulary. These are additional vocabulary items which are related to Vocabulary above in one way or another. Students should be held responsible for the meanings of these vocabulary items. Tight control is kept on vocabulary in b. and c. Frequency of occurrence helps the student's grip on those words.

d. Pronunciation. Sounds that are similar in American English and Arabic are not presented. Those sounds are represented by the following symbols: *b*, *t*, *θ*, *j*, *d*, *δ*, *z*, *s*, *ʃ*, *f*, *k*, *m*, *n*, *h*, *w*, and *y*. Two detailed pronunciation lesson plans are presented in Lesson 1. They are model plans; reference is made to them in subsequent units. The presentation of pronunciation is based on a contrastive analysis of the sounds in English and Arabic.

e. *Grammar*. Grammar is not presented in a systematic way. The aim is not to give a formal and complete description of the whole grammar of the English language. Instead, the new grammatical constructions are explained to the students so that they might understand the particular structure involved. The student is warned against ungrammatical phrases or sentences. Examples illustrating the grammatical structures are cited from the lesson.

f. *Drills*. The drills provide practice in using the items that have been introduced in the lesson. Furthermore, they are used to illustrate the grammatical points in the lesson. These drills are not limited in number and type. Each drill contains at least 15 items. As to type of drill, there are at least ten types. The most frequent are repetition and transformation drills.

Aural Comprehension exercises have been found very useful. As to the method of how to teach aural comprehension, it is suggested that the teacher read the passage slowly, clearly, and carefully twice. Students listen. Understanding of the passage is checked by asking questions or by true-and-false statements.

After the student's understanding of the passage has been checked, students are encouraged to reproduce the passage by the help of key-words at this early stage.

2. How to Use the Materials

In order to achieve the best results, it is suggested that the course be taught by a language specialist trained in contrastive analysis, preferably a native speaker of American English. Such a language specialist is cognizant of the implications of contrastive analysis for different types of teaching programs and is better equipped to better guide his students, for if an error is made, he will understand the cause, and will be able to construct illustrative examples, and present corrective drills. Lectures concerning the differences between the target language and the native language should not replace drill in the patterns or structures in the language. But the simplicity (or complexity) of the rules to be learned in the target language is an important factor. For example, a student coming from Arabic, in which adjectival modifiers almost always follow the noun-head, will have some difficulty learning a language like English where they always precede the noun-head, but he will have more difficulty learning the structure Cardinal numeral + N, where the cardinal changes according to the gender of the noun counted (switch gender) and the cardinal numeral is sometimes singular and sometimes plural, thereby creating a split in the branching properties of the modifiers. It has been found that a split, involving a part similarity between corresponding structures of the target language and the native language, is likely to be more difficult than a straightforward reversal where there is no similarity at all.

The following recommendations are offered to the teacher:

a. Read the Dialog or Basic Text slowly, clearly, and carefully twice. Students listen.

b. Break the passage into short sentences or phrases, and have students repeat after you. Encourage students to take turns and act the passage out. Do not spend too much time on the passage at this stage.

c. For the following day ask students to listen to the tape and try to commit the Dialog or Basic Text to memory. Memorization is very useful in foreign language learning.

d. In Drills, put the pattern sentence or phrase on the board. Draw the students' attention to it. Explain the grammatical point involved. It is recommended that books be shut throughout. If a student makes an error, do not stop him but lead him to the correct answer.

e. At the beginning of each teaching period, begin the lesson by asking questions of a general nature. These questions can be taken from previously learned materials. Examples of such questions are: What's your name? How are you? What's today? What time is it? Do you study English every day?...etc. Beginning a lesson in this manner has the following advantages:

(i) It gives the students a sense of continuity in the lessons.

(ii) It organizes and enlivens the students' attitude to the whole subject.

(iii) It gives the students further practice in many useful structures, words and everyday expressions.

f. Do not use Arabic unless needed. Translation is a means and not a method. While translation might be used only for content-words, it should never be used for structures, which should be taught in context and practiced.

ABBREVIATIONS AND SYMBOLS

Abbreviations

Adj.	adjective
adv.	adverb
comm.	command
conj.	conjunction
e.g.	for example
imp.	imperative
m.	masculine
n.	noun
p.	plural
prep.	preposition

Symbols

C	class
S	student
S_1	first student
S_2	second student
T	teacher
( )	item enclosed is optional or explanatory

COMMANDS

Note: All students must know and understand the following commands; the Arabic meanings are found in the Appendix. Students must also learn the correct spelling of these commands.

PROCEDURE:

Books closed

1. Give the commands in the first column; the class listens.
2. Give the commands in the first column; the class repeats.
3. Follow the same procedure with the second column.

Books open to Appendix

Give each command again and have the class repeat; pause briefly for the students to read the Arabic.

1. Listen
2. Repeat
3. Sit down
4. Stand up
5. Look here
6. All together
7. One by one
8. Row by row
9. This half
10. Open your books
11. Close your books
12. Ask the question
13. Give the answer
14. This is for homework
15. Memorize the dialog
16. Learn the spelling
17. Learn the meaning
18. Wait
19. Write
20. Stop writing
21. Pencils down
22. Change to the question
23. Change to the negative
24. Change to the plural

LESSON ONE

I DIALOG

Note to the teacher: These instructions are to be followed in presenting all dialog drills.

1. Do the complete dialog yourself, acting it out, to aid comprehension. Books closed.

2. Do the dialog again, part by part, and tell the students to repeat after you. Books still closed.

3. Divide the class into two groups, A and B, and have them face each other. Each group repeats its part of the dialog after you. Then reverse groups. Books still closed.

4. Do the dialog with an individual student, and with as many others as time permits. Books open. Try to insist on exact intonation, especially with regard to pauses and stress. Later in the course, the dialogs should be done by individual students.

5. Students should be strongly urged to practice the dialogs outside of class and should be required to memorize them.

Greetings (i)

*Good morning.	*Good morning.
My name is Mr. .... What is your name?	My name is ....
How are you, ...?	I'm fine, thank you. How are you?
I'm fine, thanks.	

*For afternoon classes, substitute: Good afternoon.
*For evening classes, substitute: Good evening.

II PRONUNCIATION

Drill 1. - Short i vs. long iy

a. Give the following minimal pairs, working from the top to the bottom of the columns; class listens.

sit	seat	ship	sheep
mit	meet	bit	beat
sick	seek	bid	bead
did	deed	tin	teen
is	ease	it	eat

b. Give the pairs again; class repeats.

c. Give, one by one, a word selected at random from the above. Students have paper and pencil ready and indicate under iy and i, words that have those sounds. For example, you say tin, and students write number 1 under i; you say keen, and students write number 2 under iy, etc.....

d. Ask the following questions on tongue position, the shape of the lips, etc...., during the production of those two sounds. By pointing and demonstrating, try to help the students understand the questions. Do this for each pronunciation drill.

1. Is the position of the tongue high or low for the vowell iy? (high)
2. Is it higher or lower for i? (lower)
3. Are the lips rounded or unrounded for both sounds? (unrounded)
4. Are the muscles tense or relaxed in the production of iy? (tense)
5. Are they tense or more relaxed for i? (more relaxed)

e. Give the pairs of words again; class repeats.

Note to the teacher: A long vowel in Arabic is twice as long as a short vowel in pronunciation. Keep in mind that it is vowel length in Arabic that is opposed to vowel quality in English.

f. Give these sentences, contrasting i and iy; class repeats.

1. You sit on this seat.
2. Are the sheep in the ship?
3. When he beat the dog it bit him.
4. This clean leaf is big.

III VOCABULARY

1. Give the appropriate command before each step of the drill.
2. Give each word or expression twice, and identify the object; class listens.
3. Give each word or expression again; class repeats, all together.
4. If time permits, repeat again, row by row, and then one by one.

The above procedure is to be followed in the future, for all similar drills.

1.	desk	a desk	6.	pencil	a pencil
2.	chair	a chair	7.	book	a book
3.	window	a window	8.	notebook	a notebook
4.	door	a door	9.	watch	a watch
5.	pen	a pen	10.	bag	a bag

11.	class	a class	14.	board	a board
12.	room	a room	15.	light	a light
13.	table	a table	16.	wall	a wall

Note: At the end of the drill draw the attention of the class to:

1. the use of 'a' with words like desk, chair, etc....
2. 'a' as the sign of the singular

Note: The English spelling and Arabic meaning of the above words must be learned by the students. This direction applies to all new vocabulary items which are introduced in the text and which are found, with the Arabic, in the Appendix. This direction is to be understood each time new items are presented and hence will not be repeated in the text. As progress is made through the text, the teacher is asked to assign the words in reasonable amounts so they can be learned gradually by the students. Regular checks should be made through written quizzes to determine the student's mastery of these assignments.

IV DRILLS

Drill 1. - Repetition

a. Teach first the question, having the class repeat several times after you.

What is this?

b. Then teach the answer, using IT, again having the class repeat several times. Stress falls on book.

It is a book.

c. Finally, teach the question and the answer.

1. Give question and answer, from 1 to 16; class listens.
2. Give question and answer, from 1 to 16; class repeats, all together.
3. Give question; one half of class repeats. Give answer; the other half of class repeats. Reverse roles after number 8.

1. What is this?	1. It is a desk.
2. What is this?	2. It is a chair.
3. What is this?	3. It is a window.
4. What is this?	4. It is a door.
5. What is this?	5. It is a pen.
6. What is this?	6. It is a pencil.
7. What is this?	7. It is a book.
8. What is this?	8. It is a notebook

9.	What is this?	9.	It is a watch.
10.	What is this?	10.	It is a bag.
11.	What is this?	11.	It is a class.
12.	What is this?	12.	It is a room.
13.	What is this?	13.	It is a table.
14.	What is this?	14.	It is a board.
15.	What is this?	15.	It is a light.
16.	What is this?	16.	It is a wall.

Drill 2. - Repetition

Call the attention of the class to the following; have the class repeat the contractions after you.

what + is = what's

it + is = it's

Give the question and answer; class repeats, all together.

1.	What's this?	1.	It's a desk.
2.	What's this?	2.	It's a chair.
3.	What's this?	3.	It's a window.
4.	What's this?	4.	It's a door.
5.	What's this?	5.	It's a pen.
6.	What's this?	6.	It's a pencil.
7.	What's this?	7.	It's a book.
8.	What's this?	8.	It's a notebook.
9.	What's this?	9.	It's a watch.
10.	What's this?	10.	It's a bag.
11.	What's this?	11.	It's a class.
12.	What's this?	12.	It's a room.
13.	What's this?	13.	It's a table.
14.	What's this?	14.	It's a board.
15.	What's this?	15.	It's a light.
16.	What's this?	16.	It's a wall.

Drill 3. - Repetition

1. Follow the procedure of III VOCABULARY.
2. In giving these words, exaggerate the opening of the mouth, to give full value to the initial vowel sound. Pause slightly after 'an'.

1.	orange	an orange	6.	animal	an animal
2.	apple	an apple	7.	example	an example
3.	umbrella	an umbrella	8.	exam	an exam
4.	engine	an engine	9.	office	an office
5.	answer	an answer	10.	airplane	an airplane

Drill 4. - Repetition

Give each statement once; class listens and repeats, all together.

1. It's an orange.
2. It's an apple.
3. It's an umbrella.
4. It's an engine.
5. It's an answer.
6. It's an animal.
7. It's an example.
8. It's an exam.
9. It's an office.
10. It's an airplane.

Note: At the end of the drill draw the attention of the class to:

1. the use of 'an' with words that begin with an initial vowel sound, like orange, apple, etc....
2. 'an' as the sign of the singular.

Drill 5. - Substitution

Do the drill with individual students. When a student answers, give the correct sentence, and then have all the class repeat it.

When the student hears one of the following words, he must complete the sentence:

It's a .... or It's an ....

1. desk
2. orange
3. chair
4. umbrella
5. window
6. door
7. pen
8. answer
9. pencil
10. animal
11. book
12. watch
13. engine
14. notebook
15. example
16. bag
17. class
18. office
19. exam
20. room
21. table
22. board
23. airplane
24. light
25. wall
26. apple

Drill 6. - Repetition

Give the following sentences and draw the attention of the class to the difference in the order of the words:

It is a book.	statement
Is it a book?	question

Give each statement; class repeats. Then give the question; class repeats. Assist the class by using a downward hand motion with the statement pattern, and a rising hand motion with the question pattern.

1. It is a desk.
2. It is an orange.
3. It is a chair.
4. It is an umbrella.
5. It is a window.
6. It is a door.
7. It is a pen.

1. Is it a desk?
2. Is it an orange?
3. Is it a chair?
4. Is it an umbrella?
5. Is it a window?
6. Is it a door?
7. Is it a pen?

8. It is an answer.	8. Is it an answer?
9. It is a pencil.	9. Is it a pencil?
10. It is a book.	10. Is it a book?
11. It is an engine.	11. Is it an engine?
12. It is a notebook.	12. Is it a notebook?
13. It is a watch.	13. Is it a watch?
14. It is a bag.	14. Is it a bag?
15. It is an office.	15. Is it an office?
16. It is an apple.	16. Is it an apple?
17. It is a room.	17. Is it a room?
18. It is a board.	18. Is it a board?

Drill 7. - Transformation

Give each statement; students change it to a question.

Example: T: It's a desk. C: Is it a desk?

Then give the correct question and have the class repeat it.

1. It's a window.
2. It's an orange.
3. It's a door.
4. It's a desk.
5. It's a chair.
6. It's an umbrella.
7. It's a pencil.
8. It's a book.
9. It's an answer.
10. It's a wall.
11. It's a table.
12. It's an apple.
13. It's an office.
14. It's a room.
15. It's an apple.
16. It's a light.
17. It's an airplane.
18. It's a board.
19. It's a bag.
20. It's an engine.
21. It's a notebook.
22. It's an exam.

Drill 8. - Question - Answer

The T points to a picture or to an object and asks: What's this? S_1 answers, e.g., It's a book. S_2 then gives the question form: Is it a book? In all cases, the teacher gives the correct sentence and the class repeats. The roles of students are reversed in the middle of the drill.

Teacher	Group A	Group B
1. What's this?	It's a desk.	Is it a desk?
2. What's this?	It's an orange.	Is it an orange?
3. What's this?	It's a book.	Is it a book?
4. What's this?	It's an airplane.	Is it an airplane?
5. What's this?	It's a chair.	Is it a chair?
6. What's this?	It's an apple.	Is it an apple?
7. What's this?	It's a table.	Is it a table?
8. What's this?	It's a pen.	Is it a pen?
9. What's this?	It's an engine.	Is it an engine?
10. What's this?	It's a pencil.	Is it a pencil?
11. What's this?	It's a light.	Is it a light?
12. What's this?	It's a board.	Is it a board?

13. What's this?	It's an umbrella.	Is it an umbrella?
14. What's this?	It's a wall.	Is it a wall?
15. What's this?	It's a watch.	Is it a watch?
16. What's this?	It's an apple.	Is it an apple?
17. What's this?	It's a notebook.	Is it a notebook?
18. What's this?	It's a room.	Is it a room?
19. What's this?	It's a door.	Is it a door?
20. What's this?	It's an animal.	Is it an animal?

Drill 9. - Repetition

By means of a few examples and by pointing, demonstrate the use of THAT, as opposed to the use of THIS.

a. Give each statement; the class repeats.

1. That is a desk.
2. That is an orange.
3. That is a chair.
4. That is a window.
5. That is an apple.
6. That is an engine.
7. That is a door.
8. That is a pen.
9. That is an umbrella.
10. That is a pencil.
11. That is an eagle.
12. That is a book.
13. That is an answer.
14. That is a notebook.

b. Call the attention of the class to the following, and have the class repeat the contracted form after you:

that is = that's

Give each statement; the class repeats.

1. That's an animal.
2. That's an example.
3. That's a watch.
4. That's an exam.
5. That's a bag.
6. That's an answer.
7. That's a class.
8. That's an office.
9. That's a room.
10. That's an airplane.
11. That's a table
12. That's a light.
13. That's a wall.
14. That's a board.

Drill 10. - Question - Answer

Divide the class into two groups. Give the question; Group A repeats. Then give the answer; Group B repeats. Reverse the roles of Groups A and B in the middle of the drill.

1. What's that?	1. That's a book.
2. What's that?	2. That's a chair.
3. What's that?	3. That's an orange.
4. What's that?	4. That's a notebook.
5. What's that?	5. That's a door.
6. What's that?	6. That's an answer.
7. What's that?	7. That's an animal.
8. What's that?	8. That's a pencil.

9.	What's that?	9.	That's a window.
10.	What's that?	10.	That's a light.
11.	What's that?	11.	That's a board.
12.	What's that?	12.	That's a bag.
13.	What's that?	13.	That's an airplane.
14.	What's that?	14.	That's an example.
15.	What's that?	15.	That's a table.
16.	What's that?	16.	That's a room.
17.	What's that?	17.	That's a class.
18.	What's that?	18.	That's a watch.

Drill 11. - Review - Conversation

1. Do the conversation, acting it out.

2. Do the conversation again, part by part, and have the class repeat each part after you. Insist on accurate imitation and correct intonation.

3. Divide the class into two groups, A and B, and have each group repeat its part after you.

Drill 12. - Substitution

a. When the student hears one of the following words, he completes the sentence:

It is a ....

He then listens to the correct sentence and repeats it.

1. desk
2. chair
3. window
4. door
5. pen
6. pencil
7. book
8. notebook
9. watch
10. bag
11. class
12. room
13. table
14. board
15. light
16. wall

b. When the student hears one of the following words, he completes the sentence:

It's ....

1. a desk
2. an orange
3. a chair
4. an umbrella
5. a window
6. an auto
7. an eagle
8. a door
9. a pen
10. an answer
11. an animal
12. an engine
13. a book
14. a pencil
15. a notebook
16. a watch
17. an example
18. a bag
19. a class
20. an office

21. an exam
22. a board
23. a room
24. a table
25. an apple
26. a light
27. a wall
28. an airplane

Drill 13. - Substitution

a. When the student hears one of the following expressions, he uses it to ask a question:

Is it ....?

The student then listens to the correct question and repeats it.

1. a desk
2. a door
3. an orange
4. a chair
5. an umbrella
6. a window
7. an answer
8. a pen
9. an animal
10. an engine
11. a book
12. a pencil
13. an exam
14. a notebook
15. a class
16. a bag
17. a watch
18. an example
19. an office
20. a table
21. a room
22. an apple
23. a board
24. a wall
25. an airplane
26. a light

b. When the student hears a word, he uses it to complete the sentence:

That's ....?

The student must use 'a' or 'an' as needed.

1. watch
2. pencil
3. orange
4. chair
5. apple
6. office
7. door
8. window
9. notebook
10. bag
11. room
12. umbrella
13. answer
14. airplane
15. animal
16. wall
17. light
18. class
19. book
20. example
21. room
22. table
23. exam
24. board
25. office
26. desk

LESSON TWO

I DIALOG

Greetings (ii)

Good morning.	Good morning.
My name is Mr. .... What's your name?	My name is ....
How are you, ...?	I'm fine, thank you.
Are you an American?	No, I'm not. I'm from Abu Dhabi. Are you from Abu Dhabi too?
No, I'm not. I'm from America.	

II PRONUNCIATION

Drill 2. - i vs. e

Note to the teacher: The distinction between i and e is likely to cause the students more difficulty than the distinction between iy and i and needs special attention. The e sound does not exist in Arabic.

pin	pen	bit	bet
sit	set	mit	met
did	dead	win	when
tin	ten	rid	red
hid	head	dick	deck

a. Give all the words with i sound slowly, clearly and carefully. Class listens.

b. Follow the same procedure with the words containing the e sound.

c. Give each word having i sound; class repeats each word.
Give each word having e sound; class repeats each word.
Give minimal pairs; class repeats each pair.

d. Step d. of Pronunciation Drill 1
Draw a facial diagram on the board and use it in your questioning.
Both sounds are made in the front of the mouth; the lips are unrounded.
The tongue is higher for i than for e and moves forward for i. The tip of the tongue touches the back of the lower teeth in pronouncing e. The lips are more spread out for e than for i.

e. Give the minimal pairs again; class repeats.

f. Give a word; ask students to identify the sound, following the procedure used in Pronunciation Drill 1.

Give a word; ask the students to give the other word of the pair.

g. Give these sentences; class repeats.

Practicing e

1. This set of pens is red.
2. There are ten eggs on the desk.
3. He saw ten dead men.
4. He said he had read his lesson.

Contrasting i and e

1. He hid his head in his hands.
2. Listen to the lesson.
3. Can you spell 'spill'?
4. We write with pens, not pins.

III DRILLS

Drill 1. - Addition

Inform the class that in this drill we introduce a new word, TOO, with the meaning ALSO. Give the new word several times and have the class repeat.

Give each statement; the class uses THAT in place of THIS, repeats the statement, and adds TOO.

Example: T: This is a book. C: That is a book too.

Then give the correct statement, with stress on THAT and on TOO; class repeats.

1. This is a door.
2. This is an apple.
3. This is a desk.
4. This is a chair.
5. This is an orange.
6. This is an animal.
7. This is a pen.
8. This is a wall.
9. This is a pencil.
10. This is an engine.
11. This is a notebook.
12. This is an answer.
13. This is a window.
14. This is an example.
15. This is an umbrella.
16. This is a light.
17. This is a board.
18. This is an exam.
19. This is a bag.
20. This is an office.
21. This is a class.
22. This is a table.
23. This is an airplane.
24. This is a room.
25. This is a book.
26. This is a watch.

Drill 2. - Question → Answer

Before beginning the drill, illustrate the meaning of YES and of NO. Give each word several times and have the class repeat.

For the drill, divide the class into two groups. Books are closed. Working from items listed on the next page, point to a picture or to an object. S_1 identifies the item, S_2 asks a question, and then S_1 gives a short answer. Follow the examples given on next page. The roles of S_1 and S_2 should be reversed in the middle of the drill.

Examples:

Teacher points to a book.

S_1: That's a book.
S_2: Is that a book?
S_1: Yes, it is.

Teacher points to an orange.

S_1: That's an orange.
S_2: Is that an orange?
S_1: Yes, it is.

1. pen
2. pencil
3. eagle
4. window
5. desk
6. chair
7. book
8. notebook
9. watch
10. bag
11. orange
12. apple
13. engine
14. animal
15. auto
16. office
17. airplane
18. class
19. table
20. light

Drill 3. - Writing

A separately bound HANDWRITING MANUAL provides the drills to be done in this exercise. The drills should be done daily until they are completed. Students should be required to do the drills as homework assignments, after being given the necessary guidance in class.

Drill 4. - Transformation

Tell the class:

The word NOT is the sign of the negative in English.

Call the attention of the class to the position of the word NOT, and to the stress on NOT, as they listen to you giving these examples:

It is a desk.	It is not a desk.
This is a pen.	This is not a pen.
That is a bag.	That is not a bag.

Give each statement; individual students change it to the negative, as in the examples.

1. It is a desk.
2. This is a pen.
3. That is a chair.
4. It is a window.
5. This is an orange.
6. That is an apple.
7. That is an engine.
8. This is a door.
9. This is an umbrella.
10. This is a wall.
11. It is a pencil.
12. This is an answer.
13. That is a book.
14. That is an animal.
15. This is a notebook.
16. That is an example.
17. It is a watch.
18. This is an exam.
19. It is a bag.
20. That is a class.
21. This is an office.
22. It is a room.
23. That is an airplane.
24. That is a table.
25. It is a board.
26. That is a light.

Drill 5. - Question - Answer

Working from the items listed below, point to a picture or to an object and ask a question to which a negative answer must be given. The class makes two replies, as in the example.

Example: T: (pointing to a pencil)
Is this a pen?

S: No, it is not a pen. It is a pencil.

Then give the correct replies and have the class repeat.

1. pen
2. desk
3. chair
4. apple
5. window
6. door
7. pencil
8. book
9. orange
10. wall
11. light
12. watch
13. airplane
14. table
15. umbrella
16. bag
17. board
18. notebook
19. orange
20. engine

Drill 6. - Contraction

Give the sentence with IT IS NOT; students give the same sentence, using IT'S NOT.

Example: T: It is not a desk.
S: It's not a desk.

Then give the correct sentence and have the class repeat.

1. It is not a wall.
2. It is not a board.
3. It is not an apple.
4. It is not an eagle.
5. It is not a window.
6. It is not a book.
7. It is not an engine.
8. It is not an umbrella.
9. It is not a door.
10. It is not a room.
11. It is not a light.
12. It is not an animal.
13. It is not an example.
14. It is not a chair.
15. It is not an airplane.
16. It is not a pen.
17. It is not an orange.
18. It is not a watch.
19. It is not a car.
20. It is not a table.

Drill 7. - Question - Answer

Call the attention of the class to the following and have it repeat the contracted form several times after you:

is not = isn't

Ask a question; the class replies, using NO and ISN'T as in the example.

Example: T: Is it a desk?
S: No, it isn't a desk.

Then give the correct sentence and have the class repeat.

1. Is it a chair?
2. Is it a watch?
3. Is it an example?
4. Is it an animal?
5. Is it a book?
6. Is it an answer?
7. Is it a door?
8. Is it a pencil?
9. Is it an umbrella?
10. Is it an engine?
11. Is it a notebook?
12. Is it a pencil?
13. Is it a class?
14. Is it an office?
15. Is it a bag?
16. Is it a window?
17. Is it a light?
18. Is it an airplane?
19. Is it an apple?
20. Is it a pen?

Drill 8. - Transformation

For this drill divide the class into two groups.

Give a statement; Group A changes it to a question. Then Group B gives a short negative answer, as in the example. Reverse roles of the two groups in the middle of the drill.

Example: T: It's a book.
Group A: Is it a book?
Group B: No, it isn't.

1. It's a window.
2. It's a watch.
3. It's an orange.
4. It's a desk.
5. It's an office.
6. It's a notebook.
7. It's a pencil.
8. It's an apple.
9. It's a door.
10. It's a board.
11. It's an animal.
12. It's a wall.
13. It's an airplane.
14. It's a bag.
15. It's an exam.
16. It's a light.
17. It's an example.
18. It's a table.
19. It's an engine.
20. It's an umbrella.
21. It's a book.
22. It's a room.

Drill 9. - Question - Answer

Ask a question, and then give a word. A student replies with a short negative answer, and then makes a new statement, using the word, as in the example.

Example: T: Is that a desk?
S: No, it isn't. It's a chair.

Give the correct reply and have the class repeat.

1. Is that an orange?	apple
2. Is that an airplane?	engine
3. Is that a wall?	window
4. Is that a pencil?	pen
5. Is that an answer?	example
6. Is that a book?	exam
7. Is that a watch?	animal

8.	Is that a board?	wall
9.	Is that a table?	door
10.	Is that a light?	bag
11.	Is that an animal?	desk
12.	Is that a chair?	table
13.	Is that a notebook?	watch
14.	Is that an umbrella?	pencil
15.	Is that a window?	office
16.	Is that an apple?	light
17.	Is that a door?	board
18.	Is that a class?	example
19.	Is that a desk?	room
20.	Is that an airplane?	wall
21.	Is that a pen?	notebook
22.	Is that an engine?	window

Drill 10. - Transformation

Before the drill, inform the class that the plural of English nouns is not always formed in the same way, but that most nouns change from singular to plural according to the laws of sound. Then drill the class in the plurals of the nouns given.

Give the singular and plural of the three following types; the class repeats.

a. Some nouns become plural by adding an /s/ sound.

a book	books	a light	lights
a desk	desks	a notebook	notebooks

b. Some nouns become plural by adding a /z/ sound.

a chair	chairs	an apple	apples
a window	windows	an engine	engines
a door	doors	an umbrella	umbrellas
a pen	pens	an answer	answers
a pencil	pencils	a bag	bags
an animal	animals	a wall	walls
an exam	exams	a room	rooms
a table	tables	an example	examples
an airplane	airplanes	a board	boards

c. Some nouns become plural by adding an /iz/ sound.

a class	classes	a watch	watches
an office	offices	an orange	oranges

Drill 11. - Expansion

Before the drill, inform the class that with nouns in the plural form we use THEY ARE. Have the class repeat after you, THEY ARE. Remind the class that 'a/an' is the sign of the singular and is not used with plural forms.

For the drill divide the class into two groups. Give a word; Group A makes a sentence beginning IT IS. Then Group B makes a sentence using THEY ARE, as in the example. Reverse roles of Groups A and B in the middle of the drill.

Example: T: book
Group A: It is a book.
Group B: They are books.

Give the correct sentence in the plural and have both groups repeat.

1. book
2. light
3. chair
4. window
5. door
6. pen
7. pencil
8. animal
9. exam
10. table
11. airplane
12. class
13. office
14. desk
15. notebook
16. apple
17. engine
18. umbrella
19. answer
20. bag
21. wall
22. room
23. example
24. board
25. watch
26. orange

Drill 12. - Review - Dialog

1. Divide the class into two groups, A and B, and have each group repeat its part after you.

2. Take one part and have the class reply to you; then reverse parts.

Drill 13. - Contraction

Call the attention of the class to the following and have the class repeat the contracted form after you:

They are = They're

Give one of the statements below; the class replies as in the example, using the contracted form THEY'RE. Then give the correct reply and have the class repeat.

Example: T: They are books.
C: Yes, they're books.

1. They are books.
2. They are lights.
3. They are desks.
4. They are notebooks.
5. They are pens.
6. They are animals.
7. They are chairs.
8. They are doors.
9. They are windows.
10. They are pencils.
11. They are apples.
12. They are umbrellas.
13. They are engines.
14. They are airplanes.
15. They are tables.
16. They are answers.
17. They are bags.
18. They are walls.

19. They are rooms.
20. They are examples.
21. They are exams.
22. They are boards.
23. They are classes.
24. They are watches.
25. They are offices.
26. They are oranges.

Drill 14. - Transformation

Give one of the sentences below; individual students change the sentences to the singular, using it's.....

Examples: T: They're answers.
S: It's an answer.

T: They're books.
S: It's a book.

1. They're lights.
2. They're notebooks.
3. They're desks.
4. They're books.
5. They're windows.
6. They're animals.
7. They're apples
8. They're pens.
9. They're doors.
10. They're engines.
11. They're tables.
12. They're umbrellas.
13. They're apples.
14. They're bags.
15. They're walls.
16. They're airplanes.
17. They're exams.
18. They're answers.
19. They're rooms.
20. They're examples.
21. They're chairs.
22. They're pencils.
23. They're oranges.
24. They're offices.
25. They're classes.
26. They're watches.

Drill 15. - Expansion

Give a word or words from the list below. The class makes a sentence, as in the examples. Then give the correct sentence and have the class repeat, if necessary.

Examples: T: a book
S: It's a book.

T: books
S: They're books.

1. a book
2. watches
3. class
4. umbrella
5. rooms
6. a pen
7. a bag
8. windows
9. a door
10. exams
11. answers
12. an animal
13. notebooks
14. a chair
15. airplanes
16. books
17. a watch
18. classes
19. a pencil
20. bags
21. a window
22. offices
23. an apple
24. engines
25. an office
26. desks
27. pencils
28. an orange

Drill 16. - Substitution

When the student hears one of the following expressions, he asks a question, beginning

Is this ....?

He then listens to the correct sentence and repeats it.

1. a desk
2. a window
3. an airplane
4. an office
5. a chair
6. a pen
7. a pencil
8. an auto
9. an exam
10. a book
11. a bag
12. a room
13. an example
14. an apple
15. a light
16. an umbrella
17. a notebook
18. a table
19. an animal
20. an answer
21. a board
22. an orange
23. an engine
24. a wall
25. a door
26. an eagle
27. a class
28. a watch

Drill 17. - Transformation

a. When the student hears a statement, he changes it to the negative, using ISN'T, as in the example. Then, when he hears the correct sentence, he repeats it.

Example: T: It's a desk.
S: It isn't a desk.

1. It's a book.
2. It's a door.
3. It's an orange.
4. It's a wall.
5. It's an apple.
6. It's an exam.
7. It's a bag.
8. It's an airplane.
9. It's an engine.
10. It's a window.
11. It's a light.
12. It's an umbrella.
13. It's a pencil.
14. It's an answer.
15. It's an animal.
16. It's a board.
17. It's a room.
18. It's a notebook.
19. It's an example.
20. It's a pen.

b. When the student hears a statement, he changes it to a question, as in the following example. Then, when he hears the correct sentence, he repeats it.

Example: T: It's a table.
S: Is it a table?

1. It's a watch.
2. It's a book.
3. It's a desk.
4. It's an office.
5. It's an answer.
6. It's an airplane.
7. It's a chair.
8. It's an apple.
9. It's a name.
10. It's a window.
11. It's a class.
12. It's an umbrella.
13. It's a pencil.
14. It's a room.

15. It's a wall.
16. It's an orange.
17. It's a notebook.
18. It's an exam.

Drill 18. - Transformation

The student hears a statement in the singular; he changes it to the plural, using THEY'RE...., as in the example. When he hears the correct sentence, he repeats.

Example: T: It's a book.
S: They're books.

1. It's a light.
2. It's a notebook.
3. It's a desk.
4. It's a book.
5. It's a door.
6. It's a pencil.
7. It's an animal.
8. It's an exam.
9. It's a window.
10. It's a pen.
11. It's a table.
12. It's a pencil.
13. It's an airplane.
14. It's an apple.
15. It's a bag.
16. It's a wall.
17. It's an engine.
18. It's an umbrella.
19. It's a room.
20. It's an example.
21. It's a board.
22. It's an answer.
23. It's a class.
24. It's an office.
25 It's an orange.
26. It's a watch.

LESSON THREE

I DIALOG

Nationality and Place of Origin

Good morning.	Good morning.
What's your name?	My name's Ali.
Are you an Arab?	Yes, I am. I am from Abu Dhabi. Are you an Arab?
No, I'm not. I'm an American.	Where are you from?
I'm from New York.	It's a big city, isn't it?
Yes, it is. It's very big.	How do you like Abu Dhabi?
It's a nice country.	Yes, it's very nice.

II PRONUNCIATION

Drill 3. - e and ey

pen	pain	wet	wait
met	mate	fen	fain
debt	date	men	main
bet	bait	fed	fade

For steps a., b., and c. follow the same procedure as in Pronunciation Drill 2.

d. Exaggerate the diphthongization of the vowel ey. Point out that this vowel is a combination of two sounds in one, and that the tongue position is different: it rises towards a higher position, and the muscles are more tense. Draw a facial diagram to illustrate.

Do steps e. and f. as in Pronunciation Drill 2.

g. Give these sentences practicing the ey sound; class repeats.

1. This lady has the same name.
2. She was late for the train.
3. The rain fell on the plain.
4. The date today is May 8.

III VOCABULARY

a. Give each word twice; class repeats.

1. clean
2. big
3. old
4. necessary

5. cheap
6. useful
7. good
8. beautiful
9. short
10. heavy
11. dirty
12. small
13. new
14. important
15. expensive
16. useless
17. bad
18. wonderful
19. long
20. large

b. Give a word from the above list. The class uses it to complete this sentence: It's ....

IV DRILLS

Drill 1. - Review - Transformation

Recall to the class the word order of the question, when the singular is used. Then give the following sentences and have the class repeat:

They are books. (statement)	Are they books? (question)

Give each of the following statements; the class changes the statement to a question, as above. Then give the correct sentence and have the class repeat.

1. They are books.
2. They are notebooks.
3. They are boards.
4. They are lights.
5. They are oranges.
6. They are chairs.
7. They are doors.
8. They are watches.
9. They are pencils.
10. They are rooms.
11. They are tables.
12. They are pens.
13. They are animals.
14. They are airplanes.
15. They are windows.
16. They are names.
17. They are offices.
18. They are apples.
19. They are exams.
20. They are desks.
21. They are umbrellas.
22. They are bags.
23. They are rooms.
24. They are classes.

Drill 2. - Review - Transformation

Give each of the following questions in the singular; individual students change the question to the plural.

Examples: T: Is it a book? S: Are they books?
T: Is it an orange? S: Are they oranges?

1. Is it a book?
2. Is it a desk?
3. Is it a chair?
4. Is it a window?
5. Is it an office?
6. Is it an exam?
7. Is it a door?
8. Is it a notebook?
9. Is it a pen?
10. Is it an animal?
11. Is it an engine?
12. Is it a watch?
13. Is it a bag?
14. Is it a class?
15. Is it a board?
16. Is it a room?
17. Is it an airplane?
18. Is it a table?
19. Is it a light?
20. Is it an apple?
21. Is it an umbrella?
22. Is it a wall?
23. Is it a pencil?
24. Is it an example?
25. Is it an orange?
26. Is it an answer?

Drill 3. - Review -- Transformation

Recall to the class the position of the word NOT, and to the stress on NOT, when the singular is used in the negative. Then give the following sentences and have the class repeat:

They are desks.	They are not desks.
They are lights.	They are not lights.
They are watches.	They are not watches.

Give each statement; the class changes it to the negative, as in the examples. Then give the correct negative statement and have the class repeat.

1. They are doors.
2. They are books.
3. They are oranges.
4. They are tables.
5. They are rooms.
6. They are watches.
7. They are chairs.
8. They are desks.
9. They are offices.
10. They are bags.
11. They are answers.
12. They are pens.
13. They are airplanes.
14. They are walls.
15. They are lights.
16. They are examples.
17. They are boards.
18. They are umbrellas.
19. They are apples.
20. They are names.
21. They are windows.
22. They are cities.
23. They are walls.
24. They are animals.

Drill 4. - Review - Repetition

a. Give the two statements; the class repeats. Special attention should be given to the accurate repetition of the contracted form THEY'RE.

1.	They are not books.	They're not books.
2.	They are not chairs.	They're not chairs.
3.	They are not windows.	They're not windows.
4.	They are not doors.	They're not doors.
5.	They are not pencils.	They're not pencils.
6.	They are not desks.	They're not desks.

7.	They are not notebooks.	They're not notebooks.
8.	They are not watches.	They're not watches.
9.	They are not bags.	They're not bags.
10.	They are not classes.	They're not classes.
11.	They are not umbrellas.	They're not umbrellas.
12.	They are not rooms.	They're not rooms.
13.	They are not pens.	They're not pens.
14.	They are not tables.	They're not tables.

b. Give the sentence with THEY ARE NOT; class gives the same sentence, using THEY'RE NOT. Then give the correct sentence and have the class repeat.

Example: T: They are not lights.
S: They're not lights.

1. They are not lights.
2. They are not walls.
3. They are not oranges.
4. They are not apples.
5. They are not windows.
6. They are not watches.
7. They are not cities.
8. They are not pencils.
9. They are not offices.
10. They are not desks.
11. They are not airplanes.
12. They are not exams.
13. They are not chairs.
14. They are not names.
15. They are not engines.
16. They are not rooms.
17. They are not examples.
18. They are not animals.
19. They are not answers.
20. They are not classes.

Drill 5. - Review Transformation

Call the attention of the class to the following and have it repeat the contracted form several times after you:

are not = aren't

Ask a question; the class replies, using NO and AREN't as in the example.

Example: T: Are they books?
S: No, they aren't books.

1. Are they chairs?
2. Are they doors?
3. Are they watches?
4. Are they engines?
5. Are they books?
6. Are they pencils?
7. Are they answers?
8. Are they umbrellas?
9. Are they animals?
10. Are they examples?
11. Are they windows?
12. Are they pens?
13. Are they notebooks?
14. Are they cities?
15. Are they offices?
16. Are they bags?
17. Are they classes?
18. Are they umbrellas?
19. Are they airplanes?
20. Are they lights?

Drill 6. - Review - Transformation

For this drill divide the class into two groups.

Give a statement; Group A changes it to a question. Then Group B gives a short negative answer, as in the example. Reverse roles of the two groups in the middle of the drill.

Example: T: They're books.
Group A: Are they books?
Group B: No, they aren't.

1. They're rooms.
2. They're oranges.
3. They're walls.
4. They're bags.
5. They're watches.
6. They're pencils.
7. They're classes.
8. They're doors.
9. They're umbrellas.
10. They're answers.
11. They're desks.
12. They're windows.
13. They're apples.
14. They're animals.
15. They're lights.
16. They're engines.
17. They're exams.
18. They're boards
19. They're tables.
20. They're airplanes.
21. They're names.
22. They're offices.
23. They're chairs.
24. They're examples.

Drill 7. - Review - Vocabulary

Give each word in III VOCABULARY twice; class repeats.

Drill 8. - Transformation

Give a statement in the singular; the class changes it to the plural, using THEY'RE....., as in the example. Call the attention of the class to the fact that words like clean, big, old (adjectives) remain unchanged, whether we are talking about one thing or many things.

Example: T: It's clean. S: They're clean.

Then give the correct sentence and have the class repeat.

1. It's clean.
2. It's big.
3. It's old.
4. It's necessary.
5. It's cheap.
6. It's useful.
7. It's good.
8. It's beautiful.
9. It's short.
10. It's heavy.
11. It's dirty.
12. It's small.
13. It's new.
14. It's important.
15. It's expensive.
16. It's useless.
17. It's bad.
18. It's wonderful.
19. It's long.
20. It's large.

Drill 9. - Transformation

a. Give a statement; individual students change it to the negative, using IT'S NOT.

Example: T: It's old. S: It's not old.

1. It's good.
2. It's large.
3. It's heavy.
4. It's short.
5. It's nice.
6. It's useful.
7. It's cheap
8. It's necessary.
9. It's expensive.
10. It's useless.

b. Give a statement; individual students change it to the negative, using IT ISN'T.

Example: T: It's clean. S: It isn't clean.

1. It's long.
2. It's bad.
3. It's important.
4. It's new.
5. It's small.
6. It's dirty.
7. It's old.
8. It's big.
9. It's beautiful.
10. It's clean.

Drill 10. - Transformation

Give a statement; individual students change it to a question, as in the example.

Example: T: It's old. S: Is it old?

1. It's big.
2. It's beautiful.
3. It's long.
4. It's important.
5. It's new.
6. It's useless.
7. It's nice.
8. It's short.
9. It's expensive.
10. It's heavy.
11. It's good.
12. It's useful.
13. It's cheap.
14. It's necessary.
15. It's clean.
16. It's dirty.
17. It's small.
18. It's bad.
19. It's old.
20. It's large.

Drill 11. - Transformation

Give a statement; individual students change it to the negative, using THEY'RE NOT.

Example: T: They're small. S: They're not small.

1. They're old.
2. They're new.
3. They're cheap.
4. They're expensive.
5. They're clean.
6. They're dirty.
7. They're useful.
8. They're useless.
9. They're big.
10. They're nice.
11. They're good.
12. They're bad.
13. They're necessary.
14. They're important.
15. They're beautiful.
16. They're wonderful.
17. They're short.
18. They're long.
19. They're heavy.
20. They're large.

Drill 12. - Completion

Give an expression; the class uses it to form a sentence beginning It's ...... Then give the correct sentence and have the class repeat.

Example: T: an old book S: It's an old book.
T: a clean room S: It's a clean room.

Call the attention of the class to the following:

1. In English the adjective comes before the noun.
2. We do not use A or AN when we have words like old or clean by themselves; but we do use A or AN, as in the above example, when we have a noun after these words. In such cases, AN is used if the word begins with a vowel sound, as the word OLD does in the example above.

1. an old book
2. a clean room
3. a cheap pen
4. an expensive desk
5. a dirty office
6. a necessary exam
7. an important notebook
8. a useless bag
9. a short answer
10. a useful animal
11. a new umbrella
12. a small window
13. a heavy door
14. a large class
15. a good apple
16. a nice watch
17. a beautiful airplane
18. a long pencil
19. a bad engine
20. a big orange

Drill 13. - Combination

Give the two statements as found below; individual students reply as in the example. Then give the correct sentence and have the class repeat.

Examples: T: It's a book. It's old. S: It's an old book.
T: It's a room. It's clean. S: It's a clean room.

1. It's a window. It's small.
2. It's a door. It's heavy.
3. It's a class. It's large.
4. It's an apple. It's good.
5. It's an engine. It's bad.
6. It's an orange. It's big.
7. It's a bag. It's nice.
8. It's a pen. It's cheap.
9. It's an answer. It's short.
10. It's an animal. It's useful.
11. It's a room. It's clean.
12. It's a book. It's old.
13. It's a notebook. It's important.
14. It's a desk. It's expensive.
15. It's an umbrella. It's new.
16. It's an office. It's dirty.
17. It's an exam. It's necessary.
18. It's a watch. It's wonderful.
19. It's a city. It's beautiful.
20. It's a pencil. It's long.

Drill 14. - Addition

The student hears a negative sentence, using THEY'RE NOT; he replies with a negative sentence, using NO and THEY AREN'T, as in the example. Then when he hears the correct sentence, he repeats.

Example: T: They're not old. S: No, they aren't old.

1. They're not big.
2. They're not useless.
3. They're not small.
4. They're not old.
5. They're not clean.
6. They're not good.
7. They're not expensive.
8. They're not dirty.
9. They're not useful.
10. They're not new.
11. They're not large.
12. They're not necessary.
13. They're not important.
14. They're not short.
15. They're not wonderful.
16. They're not bad.
17. They're not heavy.
18. They're not long.
19. They're not beautiful.
20. They're not cheap.

Drill 15. - Review - Dialog

1. Divide the class into two groups, A and B, and have each group repeat its part after you.
2. Take one part and have the class reply to you; then reverse parts.

Drill 16. - Transformation

The student hears a statement; he changes it to a question. When he hears the correct question, he repeats.

Example: T: They are old. S: Are they old?

1. They are old
2. They are new.
3. They are big.
4. They are small.
5. They are useless.
6. They are useful.
7. They are dirty.
8. They are clean.
9. They are cheap.
10. They are expensive.
11. They are short.
12. They are long.
13. They are necessary.
14. They are nice.
15. They are beautiful.
16. They are wonderful.
17. They are heavy.
18. They are large.
19. They are good.
20. They are bad.

Drill 17. - Transformation

The student hears two sentences; he changes them to the plural, as in the example. Then, when he hears the correct sentences, he repeats.

Example: T: It's a book. It's old.
S: They're books. They're old.

1.	It's a book.	It's old.
2.	It's a desk.	It's new.
3.	It's an office.	It's big.
4.	It's a class.	It's small.
5.	It's an answer.	It's good.
6.	It's an apple.	It's bad.
7.	It's an exam.	It's long.
8.	It's a name.	It's short.
9.	It's a room.	It's clean.
10.	It's a window.	It's dirty.
11.	It's a bag.	It's heavy.
12.	It's a door.	It's large.
13.	It's a watch.	It's expensive.
14.	It's a pen.	It's cheap.
15.	It's a chair.	It's useless.
16.	It's an engine.	It's useful.
17.	It's an orange.	It's wonderful.
18.	It's a city.	It's beautiful.
19.	It's an exam.	It's necessary.
20.	It's an airplane.	It's big.
21.	It's a board.	It's dirty.
22.	It's an example.	It's important.
23.	It's an umbrella.	It's small.
24.	It's a table.	It's new.

LESSON FOUR

I DIALOG

Review the dialogs of Lessons One, Two, and Three.

II PRONUNCIATION

Drill 4. - Short vowel a

at
ask
answer
add
after
am
acid
atom
ax
act

bag
class
bad
man
sat
bat
fat
had
sank
cat

a. Give the words of each column; class listens.
b. Give the words of each column; class repeats.
c. With the help of a facial diagram, point out that the tongue position for a is low front. The tip of the tongue touches the back of the lower teeth. The muscles of the throat are tense. It is important for the students to know that the lips are spread out in pronouncing this vowel sound.
d. Give the words again; the class repeats.
e. Give these sentences practicing the a sound; the class repeats.

1. The cat sat on the mat.
2. A fat man ran away.
3. He had a bad bag.
4. Ask that question after class.

III VOCABULARY

1. one
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten
11. on
12. under
13. near
14. in
15. these
16. those
17. or
18. very

IV DRILLS

Drill 1. - Combination

Give the two statements as found below; individual students reply as in the example. Then give the correct sentence and have the class repeat.

Example: T: They are books. They're new.
S: They're new books.

1. They are apples. They're good.
2. They are animals. They're useful.
3. They are doors. They're heavy.
4. They are pens. They're cheap.
5. They are answers. They're short.
6. They are bags. They're useless.
7. They are desks. They're old.
8. They are rooms. They're clean.
9. They are windows. They're dirty.
10. They are offices. They're big.
11. They are classes. They're small.
12. They are exams. They're long.
13. They are watches. They're expensive.
14. They are pencils. They're long.
15. They are exams. They're necessary
16. They are engines. They're old.
17. They are desks. They're new.
18. They are names. They're short.
19. They are tables. They're large.
20. They are names. They're beautiful.
21. They are pens. They're wonderful.
22. They are books. They're necessary.
23. They are airplanes. They're big.
24. They are umbrellas. They're new.

Drill 2. - Transformation

Give a statement in the singular; the class changes it to the plural, as in the examples. Then give the correct sentence and have the class repeat.

Examples: T: It's an old book. S: They're old books.
T: It's a new desk. S: They're new desks.

1. It's a long exam.
2. It's a small office.
3. It's a big room.
4. It's an important answer.
5. It's an expensive car.
6. It's a useful door.
7. It's a heavy engine.
8. It's a dirty window.
9. It's a useless animal.
10. It's a clean board.
11. It's an old airplane.
12. It's a good orange.
13. It's a nice book.
14. It's a necessary example.
15. It's a new umbrella.
16. It's a wonderful watch.
17. It's a cheap pen.
18. It's a short name.
19. It's a beautiful country.
20. It's a large door.
21. It's a bad apple.
22. It's a good answer.
23. It's an old engine.
24. It's a useful bag.

Drill 3. - Transformation

By means of examples demonstrate the different use and meaning of THIS and THAT. Give the plurals and have the class repeat after you.

this	these
that	those

a. Give a statement in the singular; the class changes it to the plural, as in the example. Then give the correct sentence and have the class repeat.

Example: T: This is a desk. S: These are desks.

1. This is a chair.
2. This is a door.
3. This is a pen.
4. This is a book.
5. This is a watch.
6. This is a bag.
7. This is an answer.
8. This is an example.
9. This is a room.
10. This is a light.
11. This is an airplane.
12. This is a table.
13. This is a window.
14. This is an apple.
15. This is a pencil.
16. This is an engine.
17. This is a class.
18. This is an orange.
19. This is an umbrella.
20. This is a notebook.

b. Follow the directions of a. above.

Example: T: That is a room. S: Those are rooms.

1. That is a window.
2. That is a wall.
3. That is an animal.
4. That is an exam.
5. That is an apple.
6. That is a city.
7. That is a board.
8. That is a watch.
9. That is a desk.
10. That is a light.
11. That is a pen.
12. That is an orange.
13. That is a chair.
14. That is an example.
15. That is a bag.
16. That is an office.
17. That is a door.
18. That is a pencil.
19. That is a table.
20. That is a class.

Drill 4. - Transformation

Give a statement in the singular; the class changes it to the plural as in the examples. Then give the correct sentence and have the class repeat.

Example:	Teacher	Student
	This is a book.	These are books.
	This is new.	These are new.
	This is a new book.	These are new books.

Recall to the attention of the class the structural points involved in each group of three sentences.

1. This is a desk.
2. This is old.
3. This is an old desk.

4. This is an example.
5. This is good.
6. This is a good example.

7. This is a door.
8. This is small.
9. This is a small door.

10. This is an office.
11. This is big.
12. This is a big office

13. This is a room.
14. This is clean.
15. This is a clean room.

16. This is a watch.
17. This is expensive.
18. This is an expensive watch.

19. This is a chair.
20. This is useless.
21. This is a useless chair.

22. This is a bag.
23. This is heavy.
24. This is a heavy bag.

25. This is an exam.
26. This is necessary.
27. This is a necessary exam.

28. This is a country.
29. This is beautiful.
30. This is a beautiful country.

Drill 5. - Transformation

Give a statement in the singular; the class changes it to the plural, as in the example.

Example: T: The book is new. S: The books are new.

Draw the attention of the class to the fact that the word THE is used with the singular or with the plural. Explain that in this exercise it points to a definite thing, as do THIS and THAT.

1. The desk is expensive.
2. The room is small.
3. The watch is new.
4. The orange is big.
5. The engine is heavy.
6. The light is old.
7. The umbrella is large.
8. The answer is important.
9. The window is dirty.
10. The light is useless.
11. The exam is short.
12. The class is necessary.
13. The animal is useful.
14. The desk is cheap.
15. The name is beautiful.
16. The example is bad.
17. The office is clean.
18. The chair is wonderful.
19. The table is long.
20. The notebook is good.

Drill 6. - Transformation

a. Give a statement; the class changes it as in the example, beginning the sentence with IT'S. Then, give the correct sentence and have the class repeat.

Example: T: The book is old S: It's an old book.
T: The chair is new S: It's a new chair.

1. The book is important.
2. The room is large.
3. The class is big.
4. The bag is useful.
5. The watch is nice.
6. The notebook is new.
7. The pencil is cheap.
8. The window is clean.
9. The engine is expensive.
10. The chair is heavy.
11. The airplane is wonderful.
12. The office is dirty.
13. The wall is necessary.
14. The orange is big.
15. The umbrella is useless.
16. The example is long.
17. The apple is good.
18. The city is small.
19. The watch is beautiful.
20. The answer is short.

b. Give a statement; the class changes it as in the example, beginning the sentence with THEY'RE. Then, give the correct sentence and have the class repeat.

Example: T: The books are old. S: They're old books.

1. The chairs are heavy.
2. The engines are expensive.
3. The books are important.
4. The rooms are large.
5. The classes are big.
6. The windows are clean.
7. The notebooks are new.
8. The pencils are cheap.
9. The bags are useful.
10. The watches are old.
11. The walls are necessary.
12. The offices are dirty.
13. The airplanes are wonderful.
14. The watches are beautiful.
15. The answers are short.
16. The cities are small.
17. The oranges are big.
18. The apples are good.
19. The examples are long.
20. The umbrellas are useless.

Drill 7. - Question - Answer

a. Ask a question, using a noun; students give first a short answer, and then a full answer, as in the example. Ask a second question, using an adjective; students again give a short and a full answer, as in the example.

Example:	Teacher	Student
	Is that a book?	Yes, it is. It's a book.
	Is it useful?	Yes, it is. It's useful.

1. Is that a pen?
   Is it expensive?
2. Is that an office?
   Is it small?
3. Is that an orange?
   Is it good?
4. Is that a window?
   Is it clean?
5. Is that an umbrella?
   Is it old?
6. Is that a book?
   Is it important?
7. Is that a chair?
   Is it heavy?
8. Is that an exam?
   Is it short?
9. Is that an answer?
   Is it long?
10. Is that a city?
    Is it beautiful?
11. Is that a watch?
    Is it good?
12. Is that a pencil?
    Is it useful?
13. Is that a board?
    Is it dirty?
14. Is that an example?
    Is it necessary?
15. Is that a desk?
    Is it big?
16. Is that an airplane?
    Is it wonderful?

b. Follow the directions of a., but use a plural noun in the first question.

Example:	Teacher	Student
	Are those apples?	Yes, they are. They're apples.
	Are they good?	Yes, they are. They're good.

1. Are those animals?
   Are they useful?
2. Are those classes?
   Are they good?

3. Are those chairs?
   Are they new?
4. Are those engines
   Are they old?
5. Are those tables?
   Are they heavy?
6. Are those rooms?
   Are they clean?
7. Are those bags?
   Are they large?
8. Are those watches?
   Are they expensive?
9. Are those exams?
   Are they important?
10. Are those lights?
    Are they small?
11. Are those rooms?
    Are they beautiful?
12. Are those walls?
    Are they dirty?
13. Are those cities?
    Are they beautiful?
14. Are those books?
    Are they wonderful?
15. Are those desks?
    Are they long?
16. Are those examples?
    Are they useless?

Drill 8. - Writing

(No Material)

Drill 9. - Question - Answer

Give a statement; a student makes a short denial, as in the example, saying No, they're not. Then give a word; the student makes two sentences, as in the example.

Example: T: Those books are cheap.
S: No, they're not.
T: Expensive.
S: They're expensive. They're expensive books.

1.	Those rooms are small.	big
2.	Those walls are clean.	dirty
3.	Those pens are expensive.	cheap
4.	Those apples are good.	bad
5.	Those books are new.	old
6.	Those exams are short.	long
7.	Those animals are useless.	useful
8.	Those rooms are beautiful.	dirty
9.	Those airplanes are old.	new
10.	Those bags are big.	small
11.	Those windows are dirty.	clean
12.	Those watches are cheap.	expensive
13.	Those examples are useful.	useless
14.	Those answers are long.	short
15.	Those books are important.	useless
16.	Those oranges are bad.	good
17.	Those tables are long.	short
18.	Those classes are useless.	useful
19.	Those offices are dirty.	beautiful
20.	Those lights are necessary.	useless

Drill 10. - Substitution

Call the attention of the students to the following and try to illustrate by example:

1. The function word OR is used in English to mark a choice.

   Example: Is that a pen or a pencil?

2. The function word VERY is an intensifier. It always precedes the adjective in English and intensifies its meaning.

   Examples: This watch is very expensive.
   This is a very expensive watch.

To begin the drill, give two words, e.g., pen pencil. A student asks a question, using OR, e.g., Is that a pen or a pencil?

Answer the question and ask another, e.g., It's a pen. Is it expensive? The student answers, using VERY, e.g., Yes, it's very expensive.

Thus: T: pen pencil
S: Is that a pen or a pencil?
T: It's a pen. Is it expensive?
S: Yes, it's very expensive.

1. Orange apple
   It's an orange. Is it good?
2. example answer
   It's an example. Is it important?
3. door window
   It's a door. Is it useful?
4. book notebook
   It's a book. Is it necessary?
5. chair desk
   It's a chair. Is it new?
6. window wall
   It's a window. Is it dirty?
7. pencil pen
   It's a pencil. Is it long?
8. table chair
   It's a table. Is it useful?
9. table desk
   It's a table. Is it large?
10. office room
    It's an office. Is it clean?
11. bag umbrella
    It's a bag. Is it heavy?
12. door wall
    It's a door. Is it small?

Drill 11. - Repetition - Substitution

a. Give the cardinal numbers from one to ten; class listens.
b. Give the cardinal numbers from one to ten; class repeats.

one two three four five
six seven eight nine ten

c. Give a statement; class repeats.

This is one book.
These are two books.
These are three books. Continue up to ten.

d. Give a word; an individual student gives sentences, using numbers from one to ten.

Example: T: pencil
S: This is one pencil.
These are two pencils.
These are three pencils. Etc., up to ten.

For other individual students, substitute for pencil the following:

light
pen
class
watch
engine
room
answer
board

bag
umbrella
city
exam
door
wall
apple
window

orange
airplane
desk
book
office
table
example
chair

Drill 12. - Review - Dialog

1. Do the dialog, acting it out.
2. Do the dialog again, part by part, and have the class repeat each part after you. Insist on accurate imitation and correct intonation.
3. Divide the class into two groups, A and B, and have each group repeat its part after you.

Drill 13. - Substitution

Give the following prepositions and have the class repeat each one after you several times.

ON UNDER NEAR IN

Show the use of these prepositions by demonstrating with simple examples.

a. Give the model sentence; class repeats. Then give a word; a student uses this word in place of word underlined in model sentence, and forms a new sentence.

Example: Model sentence: The pen is on the desk.
T: chair
S: The pen is on the chair.

Substitutions:

chair
book
table
notebook
watch
board
engine
window

b. Same directions as in a. above. Substitute same items.

Model sentence: The pen is under the desk.

c. Same directions as in a. above. Substitute same items.

Model sentence: The pen is near the desk.

d. Same directions as in a. above.

Model sentence: The desk is in the room.

Substitutions:

chair
pencil
pen
book
watch
orange
board
light
notebook
bag
apple
umbrella

Drill 14. - Addition

The student hears a statement in the singular; he changes it to the plural and adds TOO, as in the example. When he hears the correct sentence, he repeats.

Example: T: This room is clean.
S: These rooms are clean too.

1. This book is new.
2. This bag is big.
3. This class is small.
4. This engine is old.
5. This watch is expensive.
6. This room is large.
7. This exam is important.
8. This apple is bad.
9. This window is dirty.
10. This orange is cheap.
11. This umbrella is useless.
12. This example is good.
13. This board is clean.
14. This office is wonderful.
15. This notebook is necessary.
16. This country is beautiful.
17. This pen is nice.
18. This desk is heavy.
19. This table is long.
20. This airplane is old.
21. This animal is big.
22. This chair is small.
23. This umbrella is useful.
24. This wall is clean.

Drill 15. - Substitution

Before the drill, call the attention of the class to the following:

IT is the sign of the singular and refers to a thing.
THEY is the sign of the plural and refers to things or persons.

a. The student hears a sentence in the singular; he makes a new sentence, beginning with IT'S, as in the example.

Example:

Teacher	Student
The book is new.	It's new.
This chair is old.	It's old.
That desk is good.	It's good.

1. The book is new.
2. This room is large.
3. That animal is useful.
4. That chair is small.
5. The exam is long.
6. The window is dirty.
7. The wall is clean.
8. The bag is heavy.
9. This pencil is good.
10. That pen is expensive.
11. The light is bad.
12. The example is necessary.
13. This pen is useless.
14. This desk is old.
15. That notebook is important.
16. That watch is beautiful.
17. This name is beautiful.
18. The country is big.
19. That umbrella is new.
20. This class is wonderful.

b. The student hears a sentence in the plural; he makes a new sentence, beginning with THEY'RE, as in the example.

Example:

Teacher	Student
The apples are good.	They're good.
These pens are dirty.	They're dirty.
Those bags are clean.	They're clean.

1. The books are new.
2. These pens are expensive.
3. Those pencils are good.
4. Those rooms are large.
5. The animals are useful.
6. The windows are dirty.
7. Those chairs are small.
8. These walls are clean.
9. These bags are heavy.
10. The exams are long.
11. Those notebooks are important.
12. These examples are necessary.
13. The lights are bad.
14. These classes are wonderful.
15. Those umbrellas are new.
16. The airplanes are expensive.
17. These watches are beautiful.
18. Those desks are old.
19. The pens are useless.
20. Those animals are big.

Drill 16. - Review - Pronunciation

a. Student listens and repeats words with a sound.
b. Student listens and repeats sentences practicing a sound.

Drill 17. - Substitution

a. Give the model sentence; class repeats. Then give a word; class uses this word in place of the word underlined in the model sentence, and forms a new sentence; an must be used before a word beginning with a vowel sound.

Example: Model sentence: This is a big room.

Teacher: small
Class: This is a small room.

Substitutions:

small
clean
dirty
new
necessary
cheap
useful
useless
good
bad
beautiful
long
wonderful
large
important
expensive
old
nice

b. Same directions as in a. above. Substitute same items.

Model sentence: These are big rooms.

Drill 18.- Expansion

a. The student hears a word or an expression; he uses it to form a sentence, beginning THAT IS ...., as in the examples. He must choose a or an as needed. He then hears the correct sentence and repeats.

Examples:

Teacher	Student
new	That is new.
book	That is a book.
new book	That is a new book.

1. clean
2. room
3. clean room

4. dirty
5. window
6. dirty window

7. expensive
8. watch
9. expensive watch

10. cheap
11. pen
12. cheap pen

13. necessary
14. exam
15. necessary exam

16. useless
17. example
18. useless example

19. short
20. table
21. short table

22. good
23. apple
24. good apple

b. The student hears a word or an expression; he uses it to form a sentence, beginning THOSE ARE ..., as in the examples. He then hears the correct sentence and repeats.

Examples:

Teacher	Student
old	Those are old.
chairs	Those are chairs.
old chairs	Those are old chairs.

1. heavy
2. bags
3. heavy bags

4. beautiful
5. airplanes
6. beautiful airplanes

7. old
8. engines
9. old engines

10. bad
11. oranges
12. bad oranges

13. useless
14. animals
15. useless animals

16. important
17. classes
18. important classes

LESSON FIVE

I DIALOG

On The Way

Good morning, ...	Good morning, ...
How are you this morning?	I am fine, thanks.
Where are you going?	I am going to my English class.
It's a good class, isn't it?	Yes, it is. It's very useful.
How many students are there in your class?	There are ten students in my class.
Good-bye. See you tomorrow.	Good-bye.

II PRONUNCIATION

Drill 5. - a iy ey

a	iy	ey
fat	feet	fate
man	mean	main
at	eat	ate
bat	beat	bait
cap	keep	cape
can	keen	cane
mad	mead	made

The vowel sounds a, iy, and ey have already been presented. Here they are compared and contrasted.

a. Give the words of the first set, one at a time; class repeats. Follow the same procedure with the second and the third sets.

b. Give the words horizontally, in groups of three, e.g., fat, feet, fate; the class repeats.

c. Give a word; ask an individual student to give the two words containing the other two sounds; e.g., give eat and student gives at, ate.

d. Give these sentences; the class repeats.

1. The man ate at six o'clock.
2. He's keen on using a cane.
3. Did the man mean "main"?
4. He made the bat eat the bait.
5. The fat man met his fate.

III VOCABULARY

a. Give each word twice; class repeats.

1. where
2. go
3. class
4. how many
5. there is
6. there are
7. student
8. English
9. good-bye
10. tomorrow
11. some
12. any
13. but
14. car

IV DRILLS

Drill 1. - Repetition

Point out to the class that we often add a TAIL QUESTION to a statement. In so doing, we expect a short answer which confirms the statement.

a. Give a statement with a tail question; the class repeats. Then give a short answer; the class repeats.

1. It's an English class, isn't it? Yes, it is.
2. This is a desk, isn't it? Yes, it is.
3. That's an engine, isn't it? Yes, it is.
4. It's old, isn't it? Yes, it is.
5. It's an important exam, isn't it? Yes, it is.
6. That's an umbrella, isn't it? Yes, it is.
7. The watch is expensive, isn't it? Yes, it is.
8. This is your book, isn't it? Yes, it is.
9. It's a beautiful airplane, isn't it? Yes, it is.
10. The desk is in the room, isn't it? Yes, it is.

Draw the attention of the class to the fact that when the statement is affirmative, the tail question is negative.

b. Follow the directions of a. above.

1. It isn't a door, is it? No, it isn't.
2. This isn't my apple, is it? No, it isn't.
3. That isn't a window, is it? No, it isn't.
4. It isn't new, is it? No, it isn't.
5. It isn't a good answer, is it? No, it isn't.
6. That isn't a light, is it? No, it isn't.
7. The pen isn't cheap, is it? No, it isn't.
8. This isn't long, is it? No, it isn't.
9. It isn't a clean office, is it? No, it isn't.
10. The chair isn't near the wall, is it? No, it isn't.

Draw the attention of the class to the fact that when the statement is negative, the tail question is affirmative.

Drill 2. - Addition

Give a statement; individual students repeat the statement, add a tail question, and give the short answer. Then give the correct sentences and have the class repeat, if necessary.

Example: T: It's an orange,
S: It's an orange, isn't it? Yes, it is.

T: That isn't a chair,
S: That isn't a chair, is it? No, it isn't.

1. It's a bag,
2. It's heavy,
3. This is a desk,
4. The room is clean,
5. That's an animal,
6. It's a small office,
7. That's your name,
8. It's useless,
9. This book is new,
10. It's an old engine,
11. It isn't a door,
12. That isn't expensive,
13. The window isn't dirty,
14. This isn't wonderful,
15. It isn't an English book,
16. That isn't an animal,
17. It isn't cheap,
18. The office isn't big,
19. It isn't important,
20. That isn't a new watch,

Drill 3. - Repetition

a. Give a statement, in the plural, with a tail question; the class repeats. Then give a short answer; the class repeats.

1. They are chairs, aren't they? Yes, they are.
2. These are desks, aren't they? Yes, they are.
3. Those are engines, aren't they? Yes, they are.
4. They are old, aren't they? Yes, they are.
5. They are important exams, aren't they? Yes, they are.
6. Those are umbrellas, aren't they? Yes, they are.
7. The watches are expensive, aren't they? Yes, they are.
8. These are useful, aren't they? Yes, they are.
9. They are beautiful airplanes, aren't they. Yes, they are.
10. The desks are in the rooms, aren't they? Yes, they are.

Again draw the attention of the class to the fact that when the statement is affirmative, the tail question is negative.

b. Follow the directions of a. above.

1. They aren't doors, are they? No, they aren't.
2. These aren't apples, are they? No, they aren't.
3. Those aren't windows, are they? No, they aren't.
4. They aren't new, are they? No, they aren't.
5. They aren't good answers, are they? No, they aren't.
6. Those aren't lights, are they? No, they aren't.
7. The pens aren't cheap, are they? No, they aren't
8. These aren't long, are they? No, they aren't.

9. They aren't clean offices, are they? No, they aren't.
10. The chairs aren't near the wall, are they? No, they aren't.

Again draw the attention of the class to the fact that when the statement is negative, the tail question is affirmative.

Drill 4. - Addition

Give a statement in the plural; a student repeats the statement, adds a tail question, and gives the short answer.

Example: T: They are oranges,
S: They are oranges, aren't they? Yes, they are.

T: They aren't chairs,
S: They aren't chairs, are they? No, they aren't.

1. They are my bags,
2. They are heavy,
3. These are desks,
4. The rooms are clean,
5. Those are animals,
6. They are small offices,
7. Those are short names,
8. They are useless,
9. These books are new,
10. They are old engines,
11. They aren't doors,
12. Those aren't expensive,
13. The windows aren't dirty,
14. These aren't wonderful,
15. They aren't short books,
16. Those aren't animals,
17. They aren't cheap,
18. The offices aren't big,
19. They aren't important,
20. Those aren't new watches,

Drill 5. - Addition

Divide the class into two groups.
Give a statement; Group A repeats the statement and adds a tail question.
Give the correct sentence and have Group A repeat. Then Group B gives the short answer.
Give the correct short answer and have Group B repeat.

Reverse the roles of Groups A and B in the middle of the drill.

1. It's a car,
2. This is expensive,
3. They are good apples,
4. It isn't important,
5. They aren't big offices,
6. The engines are heavy,
7. The books aren't new,
8. Those aren't useless,
9. They are bags,
10. It's old,
11. That's an airplane,
12. This isn't an umbrella,
13. The watches are expensive,
14. This is wonderful,
15. The pen is under the table,
16. Those exams aren't long,
17. It isn't an animal,
18. The chairs are in the room,
19. These doors aren't necessary,
20. That room is large,
21. It's a short name,
22. These are useful,
23. The class is wonderful,
24. The light isn't good,
25. They aren't new books,
26. These are beautiful rooms,
27. That door is new,
28. It's on the desk,

Drill 6. - Substitution

Call the attention of the class to the fact that when we wish to make a statement about the existence or presence of people or things, we often begin the sentence with THERE IS or THERE ARE.

a. Give the model sentence; the class repeats.

Model sentence: There is a book in the room.

Then give a word; a student uses this word in place of the underlined word in the model sentence and makes a new sentence. The class must choose a or an to use with the word, as needed.

Example: T: chair S: There is a chair in the room.

desk
chair
class
bag
watch
window
door
pen
pencil
notebook
light
notebook
engine
table
office
exam
apple
umbrella
orange
wall

b. Give the model sentence; the class repeats.

Model sentence: There are books in the room.

Then give a word; a student uses it in place of the underlined word in the model sentence and makes a new sentence.

Example: T: chairs S: There are chairs in the room.

Use the plural of the words listed in a. above.

Drill 7. - Transformation

a. Give a statement; a student changes it to a question, as in the example. Then give the correct question and have the class repeat.

Example: T: There is a desk in the room.
S: Is there a desk in the room?

1. There is a chair in the room.
2. There is a class in the room.
3. There is a book on the table.
4. There is a pen on the desk.
5. There is a pencil under the bag.
6. There is a watch on the desk.
7. There is an apple in the bag.
8. There is a light in the office.
9. There is a window near the desk.
10. There is a notebook on the desk.

11. There is a board in the room.
12. There is a table near the door.
13. There is an orange under the desk.
14. There is an umbrella in the room.
15. There is a pencil under the chair.
16. There is a window near the door.
17. There is an engine in the room.
18. There is an orange on the table.
19. There is a pen on the chair.
20. There is a bag under the table.

b. Give a statement in the plural and follow the directions of a.

Example: T: There are books on the table.
S: Are there books on the table?

1. There are lights in the office.
2. There are five oranges on the table.
3. There are six apples in the bag.
4. There are windows near the door.
5. There are ten pens on the chair.
6. There are notebooks on the desk.
7. There are nine books under the table.
8. There are seven students in the class.
9. There are four pencils on the desk.
10. There are two tables near the door.
11. There are eight oranges under the chair.
12. There are three boards in the room.
13. There are seven umbrellas near the door.
14. There are eight watches on the desk.
15. There are ten bags near the wall.

Drill 8. - Question - Answer

Ask a question; the class answers in the negative, first with a short answer, then with a full answer, as in the examples. Give the correct answers and have the class repeat.

Example: T: Is there a book on the table?
S: No, there isn't. There is not a book on the table.

T: Are there pencils under the chair?
S: No, there aren't. There are not pencils under the chair.

1. Is there a pen on the desk?
2. Is there an apple in the bag?
3. Are there five oranges on the table?
4. Are there three boards in the room?
5. Are there two engines in the room?
6. Is there a window near the desk?
7. Is there a pen on the chair?
8. Are there four notebooks under the desk?

9. Are there seven umbrellas near the door?
10. Are there six lights in the room?
11. Is there a table near the door?
12. Is there a class in the room?
13. Are there ten watches on the desk?
14. Are there nine chairs in the room?
15. Is there an animal in the room?
16. Are there three answers on the board?
17. Are there two chairs near the door?
18. Is there an orange near the book?
19. Is there an office in the room?
20. Are there four pencils on the desk?

Drill 9. - Writing

(No Material)

Drill 10. - Repetition

Point out to the class that when we want to know the number of people or things, we begin the question with HOW MANY and then use a noun in the plural.

a. Give the question; the class repeats. Then give the answer; the class repeats.

1. How many books are there in the room?
   There are three books in the room.
2. How many apples are there on the table?
   There are five apples on the table.
3. How many pens are there under the chair?
   There are four pens under the chair.
4. How many desks are there in the room?
   There is one desk in the room.
5. How many chairs are there near the door?
   There are two chairs near the door.

b. For this part of the drill, divide the class into two groups.

Give a word; Group A uses this word in the blank space to complete the question:

How many .... are there in the room?

Then give a number; Group B uses this number and the word already given to complete the answer:

There are .... in the room.

1.	desks	two	5.	watches	three
2.	chairs	ten	6.	boards	two
3.	books	five	7.	lights	seven
4.	doors	two	8.	pens	eight

9.	notebooks	nine	13.	oranges	eight
10.	bags	six	14.	offices	two
11.	apples	five	15.	engines	ten
12.	windows	three	16.	pencils	seven

Reverse the roles of Groups A and B and do the drill again.

At the end of the drill, point out that sometimes the facts require that the answer be given in the singular. Give the following examples and have the class repeat question and answer after you:

Examples: How many teachers are there in the room?
There is one teacher in the room.

How many classes are there in the room?
There is one class in the room.

Drill 11. - Substitution

In introducing SOME and ANY, call the attention of the class to the following and then illustrate by the examples, which the class should repeat after you:

The quantifier SOME indicates an indefinite amount or quantity. It changes to ANY in negative sentences and generally in questions.

Examples: There are some books on the table.
There aren't any books on the table.
Are there any books on the table?

a. Give a word; the class uses it in the blank space to complete this sentence:

There are some .... in the room.

chairs
classes
lights
books
pencils
windows
doors
bags
notebooks
watches

walls
oranges
umbrellas
apples
exams
offices
tables
engines
desks
pens

b. Give a word from the list in a. above; the class uses it in the blank space to complete this question:

Are there any .... in the room?

Drill 12. - Question - Answer

a. Ask a question; a student gives a negative answer as in the example.

Example: T: Are there any desks in the room?
S: No, there aren't any desks in the room.

1. Are there any pens on the desk?
2. Are there any apples in the bag?
3. Are there any windows near the desk?
4. Are there any books under the chair?
5. Are there any oranges on the table?
6. Are there any engines in the room?
7. Are there any umbrellas near the door?
8. Are there any boards in the room?
9. Are there any notebooks under the desk?
10. Are there any pens on the chair?
11. Are there any students in the class?
12. Are there any pencils near the book?
13. Are there any watches on the desk?
14. Are there any chairs in the office?
15. Are there any cars near the room?

b. Give a question from a.; the class answers with an affirmative statement as in the example.

Example: T: Are there any desks in the room?
S: Yes, there are some desks in the room.

Drill 13. Review - Dialog

Take the part of one speaker and have individual students take the other part. Then reverse roles.

Drill 14. Question - Answer

Ask a question; the class answers as in the example. Then give the correct answer and have the class repeat. Demonstrate the meaning and use of BUT in this drill.

Example: T: Are there any chairs or desks?
S: There are some chairs, but there aren't any desks.

1. Are there any pens or pencils?
2. Are there any apples or oranges?
3. Are there any lights or rooms?
4. Are there any cars or airplanes?
5. Are there any exams or answers?
6. Are there any doors or windows?
7. Are there any classes or offices?
8. Are there any books or notebooks?
9. Are there any windows or walls?
10. Are there any pencils or notebooks?
11. Are there any tables or chairs?
12. Are there any answers or examples?
13. Are there any offices or rooms?
14. Are there any bags or umbrellas?
15. Are there any rooms or lights?
16. Are there any desks or tables?
17. Are there any oranges or apples?
18. Are there any books or pencils?

Drill 15. - Addition

a. The student hears an affirmative statement; he repeats it, adds a tail question, and gives a short answer, as in the examples.

Examples: T: It's a chair,
S: It's a chair, isn't it? Yes, it is.

T: Those are new books,
S: Those are new books, aren't they? Yes, they are.

1. It's a desk,
2. It's old,
3. This book is short,
4. The room is large,
5. That's an animal,
6. It's useful,
7. That's a small car,
8. It's important,
9. This is an engine,
10. That's heavy,
11. The windows are dirty,
12. They are offices,
13. The desks are in the room,
14. They are new,
15. These are necessary,
16. Those are expensive cars,
17. The books are under the table,
18. These apples are good,
19. They are long exams,
20. Those are cheap pencils,

b. The student hears a negative statement; he repeats it, adds a tail question, and gives a short answer, as in the examples.

Examples: T: That isn't a window.
S: That isn't a window, is it? No, it isn't.

T: The pens aren't cheap,
S: The pens aren't cheap, are they? No, they aren't.

1. It isn't a wall,
2. The car isn't dirty,
3. That isn't an animal,
4. This bag isn't heavy,
5. That office isn't small,
6. It isn't a short book,
7. This isn't beautiful,
8. That isn't a new watch,
9. It isn't important,
10. The example isn't good,
11. The chairs aren't near the wall,
12. They aren't expensive,
13. Those aren't umbrellas,
14. They aren't large,
15. They aren't classes,
16. These aren't old engines,
17. The examples aren't useless,
18. The bags aren't under the desk,
19. The oranges aren't good,
20. Those tables aren't cheap,

Drill 16. - Transformation

a. The student hears a statement; he changes it to a question, as in the example.

Example: T: There is a book on the table.
S: Is there a book on the table?

1. There is a light in the room.
2. There is a pen on the desk.
3. There is a bag under the table.
4. There is an apple in the bag.
5. There is a car near the office.
6. There is a window near the door.
7. There is a pen on the chair.
8. There is a class in the room.
9. There is an orange on the desk.
10. There is a watch on the table.

b. The student hears a statement; he changes it to the negative, as in the examples. Then when he hears the correct sentence, he repeats it.

Examples: T: There is an orange near the book.
S: There isn't an orange near the book.

T: There are pens on the desk.
S: There aren't pens on the desk.

1. There is a light in the office
2. There is a book under the chair.
3. There are tables near the door.
4. There are bags under the desk.
5. There are watches in the bag.
6. There is an animal in the room.
7. There is a pen on the desk.
8. There are offices in the room.
9. There are chairs near the wall.
10. There is an exam on the table.

c. The student hears a sentence (question, affirmative or negative statement); he changes it to the plural, as in the example. Then when he hears the correct sentence, he repeats it.

Example: T: Is there a book in the room?
S: Are there books in the room?

1. Is there a watch on the table?
2. There isn't an orange in the room.
3. There is an apple on the desk.
4. There is a chair near the door.
5. Is there a bag under the table?
6. There isn't a book in the room.
7. Is there a window in the room?
8. Is there a chair near the wall?
9. There isn't an exam in the room.
10. There is a pen on the desk.

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Drill 17. - Review - Pronunciation

a. Student listens and repeats words of each of the three sets.
b. Student listens and repeats words in groups of three.
c. Student listens and repeats sentences.

Drill 18. - Question - Answer

The student hears a question; he answers, beginning his sentence There aren't any ...., as in the example. Then when he hears the correct sentence, he repeats it.

Example: T: How many books are there in the room?
S: There aren't any books in the room.

1. How many chairs are there in the room?
2. How many books are there on the desk?
3. How many apples are there in the bag?
4. How many windows are there near the door?
5. How many notebooks are there under the table?
6. How many lights are there in the room?
7. How many pencils are there on the table?
8. How many boards are there in the office?
9. How many bags are there near the wall?
10. How many cars are there near the office?
11. How many desks are there in the office?
12. How many oranges are there on the desk?
13. How many tables are there in the room?
14. How many watches are there on the table?
15. How many pens are there under the desk?

LESSON SIX

REVIEW

Drill 1. - Review - Transformation

Give a statement; the class changes it to the negative. Then give the correct sentence and have the class repeat. For uniformity in the drill direct the class to use NOT in the uncontracted form.

1. This is a light.
2. It is on the table.
3. They're very cheap.
4. It is old.
5. Those are new students.
6. That's a beautiful wall.
7. The student is new.
8. It's a nice place.
9. These are new watches.
10. They're wonderful engines.
11. There are some pencils in the bag.
12. It's an important class.
13. This is a useful animal.
14. There are some books on the desk.
15. That's a small bag.
16. The place is very nice.
17. They're good answers.
18. This is a short pencil.
19. The exam is long.
20. There are some bags in the room.

Drill 2. - Review - Transformation

Give a sentence; the class changes it to the plural, as in the example. Then give the correct sentence and have the class repeat. Again, for uniformity direct the class not to use contractions in their sentences.

Example: T: It is under the table.
C: They are under the tables.

1. It is near the door.
2. This class is necessary.
3. The bag is under the desk.
4. Is it an apple?
5. That umbrella is useless.
6. This is a good question.
7. The place is nice.
8. It is not an engine.
9. It is very small.
10. This is not an orange.
11. There is a dirty desk in the room.
12. This is a wonderful watch.

13. Is that a bad example?
14. Is there a book on the table?
15. That is not an English class.
16. It is in the office.
17. That airplane is beautiful.
18. This is a useless animal.
19. Is it a short pencil?
20. The exam is short.

Drill 3. - Review - Combination

Give the two statements as found below; the class replies as in the example. Then give the correct sentence and have the class repeat.

Example: T: This is a book. The book is old.
S: It's an old book.

1. This is an engine. The engine is old.
2. This is a watch. The watch is wonderful.
3. These are answers. The answers are good.
4. This is an orange. The orange is big.
5. These are tables. The tables are long.
6. These are pens. The pens are cheap.
7. This is an animal. The animal is useful.
8. This is a city. The city is old.
9. These are books. The books are new.
10. This is a watch. The watch is expensive.
11. This is a room. The room is beautiful.
12. These are places. The places are nice.
13. This is a board. The board is new.
14. This is an airplane. The airplane is very large.
15. These are offices. The offices are clean.
16. This is a desk. The desk is dirty.
17. This is an umbrella. The umbrella is old.
18. These are notebooks. The notebooks are useless.
19. This is a wall. The wall is necessary.
20. These are classes. The classes are important.

Drill 4. - Review - Variable Substitution

Begin this drill by going through the examples and explaining the procedure.
Start with the base sentence: It's a book.
As you give a new word or a command, the class makes a new sentence, each time working from the last sentence made. Then give the correct sentence and have the class repeat.

For this and for similar drills in the future, the class must know the meaning of the following commands:

Statement means: change the last sentence to a statement.
Question means: change the last sentence to a question.

Negative means: change the last sentence to the negative.
Singular means: change the last sentence to the singular.
Plural means: change the last sentence to the plural.

Examples:

Base sentence: It's a book.

Teacher	Class
window	It's a window.
apple	It's an apple.
good	It's good.
question	Is it good?

Start the drill with the base sentence and the examples and then continue with the following, working from the top to the bottom of each column:

pencil
plural
statement
answers
important
singular
class
question
statement
negative
plural
notebooks

Drill 5. - Review - Addition

Give a statement; a student repeats the statement, adds a tail question, and gives the short answer. Then give the correct sentences and have the class repeat.

1. It's a good book,
2. This isn't a new watch,
3. They are useful animals,
4. That is a clean desk,
5. Those aren't five oranges,
6. This umbrella is useful,
7. That isn't a small room,
8. Those answers are important,
9. They aren't good examples,
10. It is a wonderful watch,
11. They aren't long exams,
12. The table is cheap,
13. The engine isn't new,
14. The chair is cheap,
15. It isn't a useless pen,
16. The bag is near the wall,
17. The auto isn't near the office,
18. It's a beautiful room,
19. These apples aren't bad,
20. The books aren't under the desk,

Drill 6. - Review - Transformation

The student hears a statement; he changes it to a question. Then, when he hears the correct question, he repeats.

1. This is a book.
2. It is on the table.
3. The watches are very nice.
4. It is an old engine.
5. These offices are big.
6. The city is new.
7. They are very clean rooms.
8. The big room is beautiful.
9. That's a long answer.
10. Those are useful animals.
11. There are some pencils in the bag.
12. It's a very important book.
13. They're cheap pens.
14. There is an exam in this room.
15. That is a big umbrella.
16. It is a nice place.
17. There are some lights near the wall.
18. These small rooms are useless.
19. The book is under the table.
20. They're good oranges.

Drill 7. - Review - Pronunciation

Books must be closed. Before the drill begins the student prepares a piece of paper with the numbers 1 to 10 written one under the other in a column; in the middle of the page he then writes another column with the numbers from 1 to 10.

a. The first column is used for this part of the drill. The student hears two words; if the sound of the two words is exactly the same, he writes S next to the number; if the sound of the two words is different, he writes D next to the number. He then hears another pair of words and does the same.

1.	sit	set	6.	can	can
2.	fate	fat	7.	did	dead
3.	beat	bit	8.	listen	lesson
4.	pen	pan	9.	did	dead
5.	fed	fed	10.	ate	ate

b. The second column is used for this part of the drill. The student hears a set of three words; he must choose the word which has a sound different from the sound of the other words. He writes the number of that word next to the number on his paper.

Example: The student hears: 1. set sit set

The second word has a sound different from the other words, so next to 1. on his paper he writes the number 2.

The student then hears: 2. fed fed fad

The third word has a sound different from the other words, so next to 2. on his paper he writes the number 3.

1.	set	sit	set
2.	fed	fed	fad
3.	pen	pen	pin
4.	late	let	late
5.	red	red	rid
6.	debt	date	date
7.	bid	bed	bid
8.	rate	rate	rat
9.	fade	fed	fed
10.	list	least	list

Drill 8. - Review - Transformation

The student hears a question; he changes it to a simple statement, but does not use contractions. Then when he hears the correct sentence he repeats it.

1. Is it a useful book?
2. Are the books necessary?
3. Is this an old chair?
4. Are they clean rooms?
5. Are they good lights?
6. Is it very dirty?
7. Is that an umbrella?
8. Are they useless?
9. Is the table small?
10. Are those long answers?
11. Is it a nice place?
12. Is the airplane very expensive?
13. Are there any apples under the table?
14. Is the watch on the table?
15. Are there any cars near the wall?
16. Is it a good example?
17. Is it on the board?
18. Is the watch on the desk?
19. Are these answers important?
20. Are there any bags under the table?

Drill 9. - Review - Transformation

The student hears a sentence; he changes it to the singular, but does not use contractions. Then when he hears the correct sentence, he repeats it.

1. Those are wonderful.
2. These are not offices.
3. They are beautiful.
4. Those desks are small.
5. These old apples are bad.

6. They are not engines.
7. The books are useless.
8. The chairs are not new.
9. Those windows are small.
10. The watches are expensive.
11. There are books on the desks.
12. Those exams are not long.
13. The chairs are near the windows.
14. The oranges are in the bags.
15. The examples are useful.
16. Are these good answers?
17. Are the desks in the rooms?
18. Are there any bags under the tables?
19. Are those classes necessary?
20. Are those apples or oranges?

Drill 10. - Review - Question - Answer

Call the attention of the class to the following:

HERE and THERE refer to things near or far respectively and correspond in meaning to this and that. In the following exercise HERE or THERE are to be used at the end of the sentence.

a. Ask a question; a student answers as in the example. Then give the correct answer and have the class repeat.

Example: T: Are there any books here?
S: Yes, they are some books here.

1. Are there any chairs here?
2. Are there any apples here?
3. Are there any cars here?
4. Are there any windows here?
5. Are there any lights here?
6. Are there any bags here?
7. Are there any exams here?
8. Are there any classes here?
9. Are there any desks here?
10. Are there any pencils here?
11. Are there any watches here?
12. Are there any airplanes here?
13. Are there any tables here?
14. Are there any oranges here?
15. Are there any rooms here?
16. Are there any offices here?
17. Are there any doors here?
18. Are there any pens here?
19. Are there any umbrellas here?
20. Are there any animals here?

b. Ask a question; a student gives a negative answer as in the example. Then give the correct answer and have the class repeat.

Example: T: Are there any books there?
S: No, there aren't any books there.

Point out that the word THERE at the end of this sentence refers to place and does not have the same meaning as there in the first part of the sentence.

Ask the questions of a. above, substituting the word there for here.

Drill 11.- Review - Repetition

a. Give the cardinal numbers from eleven to twenty; class listens.
b. Give the cardinal numbers from eleven to twenty; class repeats.

eleven twelve thirteen fourteen fifteen
sixteen seventeen eighteen nineteen twenty

c. Give a statement; class repeats.

There are eleven books here.
There are twelve books here. Continue up to twenty.

d. Give a word; an individual student gives sentences, using numbers from eleven to twenty.

Example: T: pens
S_1: There are eleven pens here.
S_2: There are twelve pens here. Etc., up to twenty.
Words: chairs, pencils, apples, watches, oranges, desks.

Drill 12.- Review - Substitution

For this drill, divide the class into two groups.

Give a word; Group A uses this word in the blank space to complete the question:

How many .... are there in the room?

Then give a number; Group B uses this number and the word already given to complete the answer:

There are .... in the room.

1.	chairs	eleven	11.	oranges	nineteen
2.	books	twelve	12.	boards	twenty
3.	pens	thirteen	13.	pencils	fifteen
4.	watches	fourteen	14.	windows	thirteen
5.	lights	fifteen	15.	engines	eighteen
6.	doors	sixteen	16.	offices	twenty
7.	desks	seventeen	17.	apples	nineteen
8.	bags	eighteen	18.	notebooks	fourteen

Drill 13.- Pronunciation - aa - Drill 6.

on pot
ox car

arm	hard
army	not
opera	job
honor	hot
alms	cop
honest	farm
olive	heart
art	watch

a. Give the words of column one; class listens.
b. Give the words of column one; class repeats.
c. Give the words of column two; class listens.
d. Give the words of column two; class repeats.
e. Demonstrate that the tongue position is low central and that the muscles are relaxed.
f. Give the words of each column again; class repeats.
g. Give the following sentences; class repeats.

1. He bought a box of socks.
2. The large box is on the table.
3. The ox was on the farm.
4. The hot pot is hard.
5. This is not a watch.

Drill 14.- Review - Repetition

a. Give a statement with a tail question; the class repeats.
Then give a short answer; the class repeats.

1. There's a chair in the room, isn't there? Yes, there is.
2. There's a book on the table, isn't there? Yes, there is.
3. There's a window near the desk, isn't there? Yes, there is.
4. There's a watch on the desk, isn't there? Yes, there is.
5. There's a pencil under the bag, isn't there? Yes, there is.
6. There's a light in the office, isn't there? Yes, there is.
7. There's an apple in the bag, isn't there? Yes, there is.
8. There's a notebook on the desk, isn't there? Yes, there is.
9. There's a class in the room, isn't there? Yes, there is.
10. There's a pen on the desk, isn't there? Yes, there is.

Point out to the class that $\boxed{\text{there + is = there's}}$. Point out also that in the short answer we use the full form there is.

b. Follow the directions of a. above.

1. There isn't a table near the door, is there? No, there isn't.
2. There isn't a bag under the table, is there? No, there isn't.
3. There isn't an umbrella in the room, is there? No, there isn't.
4. There isn't a pencil under the chair, is there? No, there isn't.
5. There isn't an orange on the table, is there? No, there isn't.
6. There isn't a board in the office, is there? No, there isn't.
7. There isn't a pen on the chair, is there? No, there isn't.
8. There isn't an engine in the room, is there? No, there isn't.
9. There isn't a window near the door, is there? No, there isn't.
10. There isn't an animal here, is there? No, there isn't.

c. Give a statement; the class repeats the statement, adds a tail question, and gives the short answer. Then give the correct sentences and have the class repeat.

Examples: T: There's a desk in the room,
S: There's a desk in the room, isn't there?
Yes, there is.

T: There isn't a bag on the table,
S: There isn't a bag on the table, is there?
No, there isn't.

1. There's a watch on the desk,
2. There's a chair near the door,
3. There's an apple in the bag,
4. There's a light in the office,
5. There's a book on the table,
6. There's an engine in the room,
7. There's a pen under the bag,
8. There's a car near the wall,
9. There's a pencil on the table,
10. There's a class in the room,
11. There isn't a pen on the chair,
12. There isn't a bag under the table,
13. There isn't an animal in the room,
14. There isn't a pen on the desk,
15. There isn't a table near the wall,
16. There isn't an orange on the table,
17. There isn't an umbrella here,
18. There isn't a window near the desk,
19. There isn't a pen in the book,
20. There isn't a bag in the office,

Drill 15.- Review - Repetition

a. Give a statement, in the plural, with a tail question; the class repeats. Then give a short answer; the class repeats.

1. There are some books on the table, aren't there? Yes, there are.
2. There are sixteen chairs here, aren't there? Yes, there are.
3. There are twelve bags near the wall, aren't there? Yes, there are.
4. There are some lights in the office, aren't there? Yes, there are.
5. There are some umbrellas here, aren't there? Yes, there are.
6. There are some apples on the chair, aren't there? Yes, there are.
7. There are fifteen pencils on the desk, aren't there? Yes, there are.
8. There are twenty offices here, aren't there? Yes, there are.
9. There are pens in the desk, aren't there? Yes, there are.
10. There are eighteen oranges in the bag, aren't there? Yes, there are.

b. Follow the directions of a. above.

1. There aren't any animals in the room, are there? No, there aren't.
2. There aren't any cheap watches here, are there? No, there aren't.
3. There aren't any useless classes, are there? No, there aren't.
4. There aren't any chairs in the room, are there? No, there aren't.
5. There aren't any windows near the door, are there? No, there aren't.

6. There aren't any expensive cars here, are there? No, there aren't.
7. There aren't any notebooks under the desk, are there? No, there aren't.
8. There aren't any apples on the table, are there? No, there aren't.
9. There aren't any small chairs here, are there? No, there aren't.
10. There aren't any examples in the book, are there? No, there aren't.

c. Give a statement; the class repeats the statement, adds a tail question, and gives the short answer. Then give the correct sentences and have the class repeat.

Examples: T: There are some books on the chair.
S: There are some books on the chair, aren't there?
Yes, there are.

T: There aren't any pens in the bag.
S: There aren't any pens in the bag, are there?
No, there aren't.

1. There are some bags in the office,
2. There are some lights in the room,
3. There are nineteen watches here,
4. There are thirteen pens near the door,
5. There are some cheap cars here,
6. There are some engines near the wall,
7. There are eleven chairs in the office,
8. There are some necessary classes,
9. There aren't any bad apples in the bag,
10. There aren't any long tables here,
11. There aren't any umbrellas under the table,
12. There aren't any beautiful rooms here,
13. There aren't any new watches on the desk,
14. There aren't any windows near the door,
15. There aren't any boards in the room,

Drill 16. - Review Addition

Divide the class into two groups.
Give a statement; Group A repeats the statement and adds a tail question. Then Group B gives the short answer.

Reverse the roles of Groups A and B in the middle of the drill.

1. There's a book on the desk,
2. There's an engine in the room,
3. There are some bags under the table,
4. There are fifteen pencils near the book,
5. There isn't a car near the wall,
6. There aren't any umbrellas here,
7. There aren't any important books on the desk,
8. There's an exam in the notebook,
9. There are some answers on the board,
10. There isn't a light in the office,
11. There's an apple near the chair,
12. There aren't any oranges on the table,

13. There are sixteen chairs in the room,
14. There's a beautiful airplane here,
15. There isn't a door near the window,
16. There aren't any animals in the auto,
17. There's a class in the room,
18. There are twelve engines here,
19. There isn't a pencil under the chair,
20. There are some apples in the bag,

Drill 17. - Writing

(No Material)

Drill 18. - Question - Answer

Give complete answers to the following questions.

1. What is your name?
2. Are you an American?
3. How are you this morning?
4. Where are you going?
5. Good afternoon!
6. Are you from New York?
7. Are you an Arab?
8. Are you from Beirut?
9. Is Abu Dhabi a big city?
10. Is America a small country?
11. Is this an English class?
12. How many students are there in this class?
13. How do you like Abu Dhabi?
14. This is a nice pen, isn't it?

LESSON SEVEN

I DIALOG

Asking About a Person's Work

A	B
Good morning.	Good morning.
Are you a teacher?	No, I'm not a teacher.
What are you?	I'm a student here.
What are you studying?	I'm studying English.
Who is the teacher?	Mr. .... is the teacher.
Is he a strict teacher?	Yes, he is.
Who is that girl?	She's a secretary.
Are there any girls in your school?	No, there aren't.

II PRONUNCIATION

Drill 7. - oc

all
also
auto
office
always

wall
small
shawl
walk
long

saw
law
draw
paw
jaw

a. Give the words of column one; class listens.
b. Give the words of column one; class repeats.
c. Follow the same procedure for columns two and three.
d. Point out that in the pronunciation of this vowel the tongue position is low and back, the lips are slightly rounded, and the muscles are tense.
e. Give the words again, column by column, class repeats.
f. Give the following sentences; the class repeats.

1. All the offices are small.
2. I saw all the pictures on the wall.
3. The lawyer thought about the law.
4. The dog saw his paw.
5. This small auto is always good.

III VOCABULARY

1. teacher
2. study
3. who
4. strict
5. girl
6. secretary
7. she
8. school
9. o'clock
10. time
11. morning
12. noon
13. afternoon
14. evening
15. night

16. midnight
17. half
18. past
19. today
20. boy
21. before
22. after
23. Saturday
24. Sunday
25. Monday
26. Tuesday
27. Wednesday
28. Thursday
29. Friday
30. you (p.)
31. he
32. they
33. we

IV DRILLS

Drill 1. - Repetition

a. For this drill use a large representation of a clock that has movable hands, or draw a large clock face on the chalkboard.

Set the hands, e.g., at one o'clock.

Then ask several times and have the class repeat: What time is it?

Then, pointing to the clock, give the answer and have the class repeat: It's one o'clock.

Change the hands to two o'clock. Again, ask the question, point to the clock and give the answer; the class repeats.

Follow this procedure through the hours to twelve.

At the end explain to the class:

> When we tell time by giving the whole hour, we usually use the word o'clock. When we tell time by giving part of the hour, we usually do not use the word o'clock.

b. Divide the class into two groups.

Set the clock, beginning at one o'clock and continuing through twelve o'clock. Each time have Group A ask the question and Group B give the answer.

1. What time is it? It's one o'clock.
2. What time is it? It's two o'clock.
3. What time is it? It's three o'clock.
4. What time is it? It's four o'clock.
5. What time is it? It's five o'clock.
6. What time is it? It's six o'clock.
7. What time is it? It's seven o'clock.
8. What time is it? It's eight o'clock.
9. What time is it? It's nine o'clock.
10. What time is it? It's ten o'clock.
11. What time is it? It's eleven o'clock.
12. What time is it? It's twelve o'clock.

Drill 2. - Question - Answer

Ask a question about time; the class gives a short negative answer, and then gives a new time by adding one hour, as in the example. Give the correct sentences and have the class repeat.

Example: T: Is it one o'clock?
S: No, it isn't. It's two o'clock.

1. Is it one o'clock?
2. Is it two o'clock?
3. Is it three o'clock?
4. Is it four o'clock?
5. Is it five o'clock?
6. Is it six o'clock?
7. Is it seven o'clock?
8. Is it eight o'clock?
9. Is it nine o'clock?
10. Is it ten o'clock?
11. Is it eleven o'clock?
12. Is it twelve o'clock?

At the end of the drill explain to the class that we usually say one o'clock for the hour after twelve o'clock.

Drill 3.- Repetition

Give a statement telling time by the hour and parts of the day; class repeats.

1. It's one o'clock in the morning.
2. It's two o'clock in the morning.
3. It's three o'clock in the morning.
4. It's four o'clock in the morning.
5. It's five o'clock in the morning.
6. It's six o'clock in the morning.
7. It's seven o'clock in the morning.
8. It's eight o'clock in the morning.
9. It's nine o'clock in the morning.
10. It's ten o'clock in the morning.
11. It's eleven o'clock in the morning.
12. It's twelve o'clock noon. It's noon.
13. It's one o'clock in the afternoon.
14. It's two o'clock in the afternoon.
15. It's three o'clock in the afternoon.
16. It's four o'clock in the afternoon.
17. It's five o'clock in the afternoon.
18. It's six o'clock in the evening.
19. It's seven o'clock in the evening.
20. It's eight o'clock in the evening.
21. It's nine o'clock at night.
22. It's ten o'clock at night.
23. It's eleven o'clock at night.
24. It's twelve o'clock midnight. It's midnight.

At the end of the drill call the attention of the class to the following:

In this drill we have used IN with these parts of the day:

in the morning
in the afternoon
in the evening

AT with night - at night

NOON and MIDNIGHT are used by themselves.

Drill 4. - Repetition

a. Set the clock at half past one. Point to it and make the statement:

It's half past one.

The class repeats.

Follow this procedure through the drill and have the class repeat each statement.

1. It's half past one.
2. It's half past two.
3. It's half past three.
4. It's half past four.
5. It's half past five.
6. It's half past six.
7. It's half past seven.
8. It's half past eight.
9. It's half past nine.
10. It's half past ten.
11. It's half past eleven.
12. It's half past twelve.

b. Set the clock, e.g., at half past one, or on the chalkboard write 1:30; then give one of the parts of the day: morning, afternoon, night. Ask: What time is it? The class makes the statement, as in the example. Then give the correct statement and have the class repeat.

Example: T: (on board or clock) 1:30 afternoon. What time is it?
S: It's half past one in the afternoon.

Give different half hours and different parts of day for class to make 20 statements.

Drill 5. - Question - Answer

Give a statement; a student repeats the statement, adds a tail question, and then gives the short answer. Then give the correct sentences and have the class repeat.

Examples: T: It's one o'clock,
S: It's one o'clock, isn't it? Yes, it is.

T: It isn't half past six,
S: It isn't half past six, is it? No, it isn't.

1. It isn't two o'clock,
2. It isn't half past three,
3. It's five o'clock,
4. It's half past two,
5. It's half past ten,
6. It isn't four o'clock,
7. It isn't half past five,
8. It's noon,
9. It's nine o'clock,
10. It's half past eight,
11. It's eight o'clock in the morning,
12. It's half past four,
13. It isn't two o'clock in the afternoon,
14. It isn't midnight,

15. It's half past seven in the evening,
16. It isn't eleven o'clock at night,
17. It isn't three o'clock,
18. It's half past ten at night,
19. It's seven o'clock,
20. It isn't half past nine,

Drill 6. - Repetition

a. Give, one by one, the days of the week. The class repeats.

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

b. Give the question; class repeats. Then give the answer; class repeats.

1. What's today? Today is Sunday.
2. What's today? Today is Monday.
3. What's today? Today is Tuesday.
4. What's today? Today is Wednesday.
5. What's today? Today is Thursday.
6. What's today? Today is Friday.
7. What's today? Today is Saturday.

Drill 7. - Question - Answer

By example indicate the difference between TODAY and TOMORROW.

a. Ask a question; the class gives a short negative answer and then makes a statement, as in the example.

Example: T: Is today Sunday?
C: No, it isn't. Tomorrow is Sunday.

1. Is today Sunday?
2. Is today Monday?
3. Is today Tuesday?
4. Is today Wednesday?
5. Is today Thursday?
6. Is today Friday?
7. Is today Saturday?

b. Divide the class into two groups.
Give a day of the week. Group A uses it to ask a question, as in the example. Group B also uses it to answer, as in the example. Give the correct sentences and have each group repeat.

Example: T: Sunday
Group A: Is tomorrow Sunday?
Group B: No, it isn't. Today is Sunday.

Begin with Sunday and go through the days of the week.

Drill 8. - Repetition

a. Call the attention of the class to the fact that in this drill we use the words BEFORE and AFTER.

On the chalkboard write the days of the week:

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Give the statement: Sunday is before Monday. The class repeats.
Give the statement: Monday is after Sunday. The class repeats.

From the position of the days on the above list, illustrate the meaning of these two statements.

Follow this procedure for all the days of the week, in each case having the class repeat the statements after you.

b. Ask a question of an individual student; he replies, as in the example, according to the fact. Then give the correct reply and have the whole class repeat.

Examples: T: What day is after Sunday?
S: Monday is after Sunday.

T: What day is before Wednesday?
S: Tuesday is before Wednesday.

1. What day is after Sunday?
2. What day is after Monday?
3. What day is after Tuesday?
4. What day is after Wednesday?
5. What day is after Thursday?
6. What day is after Friday?
7. What day is after Saturday?
8. What day is before Sunday?
9. What day is before Monday?
10. What day is before Tuesday?
11. What day is before Wednesday?
12. What day is before Thursday?
13. What day is before Friday?
14. What day is before Saturday?

Drill 9. - Repetition

Recall to the students that in the conversation drills they used words which we call personal pronouns. In this and the following drills we will practice the use of personal pronouns. We have already used the pronoun it.

Give each of the following and have the class repeat after you.

I
you
he
she

we
you
they

a. Give these sentences and have the class repeat:

This is Ali. He is a student.

Give a word or an expression; the class uses it to complete the sentence:

He is ....

a secretary
an American
a teacher
a Saudi Arabian
a teacher
in the room
near the table
here
in the office
near the chalkboard
in the airplane
near the wall
in the car
near the desk
short
important

b. Give these sentences and have the class repeat:

This is Laila. She is a student.

Give a word or expression from the above list; the class uses it to complete the sentence:

She is ....

Drill 10.– Substitution

a. Five these sentences and have the class repeat:

These are Ali and Hassan. They are boys.

Give a word or expression; the class uses it to complete the sentence:

They are ....

secretaries
Saudi Arabians
students
teachers
doctors
in the room
here
important
near the table
in the office
near the chalkboard
in the airplane
near the wall
in the car
short
near the desk

b. Give this sentence and have the class repeat:

We are boys.

Give a word or expression from the list in a. above; the class uses it in place of boys and makes a new sentence.

c. Give this sentence and have the class repeat:

You are boys.

Give a word or expression from the list in a. above; the class uses it in place of boys and makes a new sentence.

At the end of these exercises, by means of examples point out the following to the class:

1. The personal pronoun you stands for the person or persons addressed. It is singular or plural, masculine or feminine, depending on the context. For singular or plural, we say you are.
2. We is first person plural. It is masculine or feminine, depending on the context.
3. They is third person plural, masculine or feminine, animate or inanimate.

Drill 11.- Chain

Begin the drill with the statement:

I am Mr. ....

Then ask S_1: Who are you?

S_1 answers : I am .... He then turns to S_2 and asks: Who are you?

S_2 replies and then asks S_3, etc...., through the class.

Drill 12.- Variable Substitution

Begin the drill by going through the examples and recalling the procedure already explained in Lesson Six, Drill 4. Recall also the meaning of the commands presented there.

Start with the base sentence: I am a teacher.

As you give a new expression or a command, the class makes a new sentence, each time working from the last sentence made. Then give the correct sentence and have the class repeat.

Examples: Base sentence: I am a teacher.

Teacher	Class
he	He is a teacher.
in the room	He is in the room.
we	We are in the room.

Start the drill with the base sentence and the examples and then continue with the following, working from the top to the bottom of each column:

here
she
question
secretary
statement

they
I
you
question
in the office

Drill 13.- Writing

(No material)

Drill 14. - Substitution

The student hears a time expression; he uses it to complete the question:

Is it ....?

1. one o'clock
2. half past one
3. half past three
4. two o'clock in the afternoon
5. six o'clock
6. half past six
7. five o'clock
8. seven o'clock in the morning
9. half past five in the morning
10. ten o'clock
11. midnight
12. nine o'clock at night
13. half past two
14. half past twelve
15. eleven o'clock
16. noon
17. three o'clock in the morning
18. half past six in the evening
19. half past ten at night
20. four o'clock
21. half past four
22. eight o'clock in the evening
23. nine o'clock
24. half past eleven

Drill 15. - Question - Answer

a. The student hears a statement and then a question; using the information given in the statement, he answers as in the example. When he hears the correct answer, he repeats.

Example: T: Today is Sunday. What's tomorrow?
S: Tomorrow is Monday.

1. Today is Sunday. What's tomorrow?
2. Today is Monday. What's tomorrow?
3. Today is Tuesday. What's tomorrow?
4. Today is Wednesday. What's tomorrow?
5. Today is Thursday. What's tomorrow?
6. Today is Friday. What's tomorrow?
7. Today is Saturday. What's tomorrow?

b. The student follows the directions given in a. above.

Example: T: Tomorrow is Monday. What's today?
S: Today is Sunday.

1. Tomorrow is Monday. What's today?
2. Tomorrow is Tuesday. What's today?

3. Tomorrow is Wednesday. What's today?
4. Tomorrow is Thursday. What's today?
5. Tomorrow is Friday. What's today?
6. Tomorrow is Saturday. What's today?
7. Tomorrow is Sunday. What's today?

Drill 16. - Addition

S_1 hears a statement; he repeats the statement and adds a tail question. S_2 gives the short answer. Switch roles at mid-point.

Example: T: Today is Tuesday,
S_1: Today is Tuesday, isn't it?
S_2: Yes, it is.

1. Today is Monday,
2. Today is Saturday,
3. Today isn't Tuesday,
4. Tomorrow is Tuesday,
5. Tomorrow isn't Thursday,
6. Today is Thursday,
7. Today isn't Sunday,
8. Tomorrow is Sunday,
9. Tomorrow isn't Monday,
10. Today isn't Monday,
11. Tomorrow is Wednesday,
12. Tomorrow isn't Saturday,
13. Today isn't Friday,
14. Tomorrow isn't Friday,
15. Today is Tuesday,
16. Today isn't Thursday,
17. Tomorrow is Thursday,
18. Tomorrow isn't Sunday
19. Today is Wednesday,
20. Tomorrow is Friday,

Drill 17. - Review - Pronunciation

a. Student listens and repeats words of each column.

b. Student listens and repeats sentences.

Drill 18. - Review - Conversation

a. Student listens to whole conversation.

b. Student listens and repeats words of each speaker.

LESSON EIGHT

I DIALOG

A	B
Good morning.	Good morning.
How are you today?	I am fine, thanks.
Where are you going?	I am going to class.
How many classes do you have today?	I have four classes today.
How many classes do you have tomorrow?	I have four classes too.
What time is your Arabic class?	My Arabic class is at ten o'clock on Tuesday.

II PRONUNCIATION

Drill 8. - ow vs. oo

low	law	note	naught
boat	bought	bowl	ball
coat	caught	close	clause
coal	call	so	saw
know	gnaw	cold	called

a. Give all the words with the ow sound slowly, clearly, carefully. Class listens.

b. Follow the same procedure with the words containing the oo sound.

c. Give each word having ow sound; class repeats each word.
Give each word having oo sound; class repeats each word.
Give minimal pairs; class repeats each pair.

d. Test discrimination of sounds, as in step c., Pronunciation Drill 1.

e. Demonstrate that in the pronunciation of the ow sound the tongue position is mid back (low back for oo sound), the lips are rounded (slightly rounded for oo sound), and the muscles are tense for both sounds. Stress the gliding quality in this diphthong; the tongue is raised to the high back position, which causes the vowel to be slightly diphthongized.

f. Give the minimal pairs again; class repeats.

g. Give a word; ask students to give the other word of the pair.

h. Give the following sentences practicing the ow sound; class repeats.

1. I don't know how to go home.
2. So you opened the window.
3. Please close the window.
4. I bought a boat for a low price.
5. He was close to the low wall.

III VOCABULARY

1. at (time)
2. in (time)
3. on (day)
4. at (place)
5. twenty
6. thirty
7. forty
8. fifty
9. sixty
10. seventy
11. eighty
12. ninety
13. hundred
14. twenty-one
15. have
16. quarter (past)
17. quarter (to)
18. minute
19. your
20. his
21. her
22. we
23. our
24. you (p.)
25. your (p.)
26. they
27. their
28. whose

IV DRILLS

Drill 1. - Question - Answer

Before beginning this drill recall to the class that in previous drills we used the following words, called prepositions:

IN with these parts of the day: in the morning
in the afternoon
in the evening

AT with the following: at night
at noon
at midnight

Inform the class that in this drill we practice the above and also:

ON with the names of the days: on Tuesday, etc.....

For the drill, ask a question; the class gives an affirmative answer as in the example. For uniformity, contractions should not be used.

Example: T: Is there a class on Monday?
S: Yes, there is a class on Monday.

1. Is there a class on Sunday?
2. Is there a class on Monday?
3. Is there a class in the morning?
4. Is there a class on Wednesday?
5. Is there a class at noon?
6. Is there a class at night?
7. Is there a class on Tuesday?
8. Is there a class in the afternoon?
9. Is there a class on Thursday?
10. Is there a class on Saturday?

11. Is there a class at midnight?
12. Is there a class on Friday?
13. Is there a class in the evening?

At the end of the drill, draw the attention of the class to the following:

When we mention the day and the part of the day, e.g., Monday morning, we do not need to use a preposition, or we may use ON. Give the following sentences and have the class repeat:

There is a class Monday morning.
There is a class on Monday morning.

Drill 2. - Question - Answer

a. Ask a question; a student gives a short negative answer, and then makes a statement using half past, as in the example.

Example: T: Is the teacher here at one o'clock?
S: No, he isn't. He's here at half past one.

Before going on, draw the attention of the class to the use of AT in connection with a definite point of time. Note that in English we do not use in or on for this purpose.

1. Is the teacher here at one o'clock?
2. Is the teacher here at two o'clock?
3. Is the teacher here at three o'clock?
4. Is the teacher here at four o'clock?
5. Is the teacher here at five o'clock?
6. Is the teacher here at six o'clock?
7. Is the teacher here at seven o'clock?
8. Is the teacher here at eight o'clock?
9. Is the teacher here at nine o'clock?
10. Is the teacher here at ten o'clock?
11. Is the teacher here at eleven o'clock?
12. Is the teacher here at twelve o'clock?

b. Repeat the drill, using the same question, but having the class use she in the answers.

Example: T: Is the teacher here at one o'clock?
S: No, she isn't. She's here at half past one.

Drill 3.- Substitution

Give a word or an expression; the class uses the word or expression with AT, IN, or ON as needed and completes this sentence:

We are here ....

Then give the correct sentence and have the class repeat.

Example: T: one o'clock
Class: We are here at one o'clock.

The correct sentences are to be reviewed by the class and are given here for that purpose. Books are to be closed during the drill.

1.	one o'clock	We are here at one o'clock.
2.	Monday	We are here on Monday.
3.	the morning	We are here in the morning.
4.	night	We are here at night.
5.	Tuesday	We are here on Tuesday.
6.	half past two	We are here at half past two.
7.	three o'clock	We are here at three o'clock.
8.	Wednesday	We are here on Wednesday.
9.	the afternoon	We are here in the afternoon.
10.	half past four	We are here at half past four.
11.	noon	We are here at noon.
12.	Thursday	We are here on Thursday.
13.	midnight	We are here at midnight.
14.	Friday	We are here on Friday.
15.	the evening	We are here in the evening.
16.	five o'clock	We are here at five o'clock.
17.	Saturday	We are here on Saturday.
18.	half past six	We are here at half past six.
19.	Sunday	We are here on Sunday.
20.	the morning	We are here in the morning.

Drill 4. - Repetition

a. Give the following sentences with tail questions; the class repeats.

You are a teacher, aren't you?
He is short, isn't he?
She is a secretary, isn't she?
We are in the office, aren't we?
You are secretaries, aren't you?
They are students, aren't they?
I am not useful, am I?
You are not here in the morning, are you?
He is not important, is he?
She is not in the room, is she?
We are not necessary, are we?
You are not students, are you?
They are not in the car, are they?

Point out that the pattern and formation of the tail questions in the above sentences follow what we already learned and practiced.

Note that for the first person singular, when no negative occurs in the statement, there is a difference. Give the following sentence and have the class repeat:

I am a student, am I not?

Inform the class that the short answers involving personal pronouns will be practiced later.

b. Give a statement; the class repeats the statement and adds a tail question. Then give the correct sentence and have the class repeat.

1. He is a teacher,
2. She is here on Monday,
3. They are Americans,
4. We are in the room at noon,
5. You are here in the morning,
6. I am a student,
7. He is at the desk,
8. She is important,
9. You are near the car,
10. They are boys,
11. She is not near the table,
12. You are not there at night,
13. I am not a secretary,
14. They are not teachers,
15. We are not Americans,
16. We are not here at noon,
17. He is not short,
18. They are not necessary,
19. You are not teachers,
20. She is not in the office,

__Drill 5__. - Repetition

a. Give each of the following numbers two times; the class __repeats__.

twenty thirty forty fifty

sixty seventy eighty ninety one hundred

b. Count from twenty-one to thirty; the class repeats each number.

c. Have one student count from twenty-one to thirty; the next student from thirty-one to forty; have individual students continue up to one hundred.

At the end of the drill call the attention of the class to the hyphenation of compound cardinal numbers, e.g., twenty-one, twenty-two, etc....., up to ninety-nine.

__Drill 6__. - Repetition

a. Give the following pairs of numbers that are likely to be confused; the class __listens__.

thirty	thirteen
forty	fourteen
fifty	fifteen
sixty	sixteen
seventy	seventeen
eighty	eighteen
ninety	nineteen

b. Give the pairs again; the class __repeats__.

c. Write these numbers on the chalkboard; then ask individual students to __say__ the number you indicate:

13 90 60 14 70 18 76

15 16 50 65 19 93 40

54 30 80 38 17 73 39

d. Say each of the following words and have the students write down the numbers that stand for them:

fifty
sixty
fifteen
thirteen
eighteen
thirty
nineteen
fourteen
sixteen
forty
seventy
eighty
ninety
seventeen
sixty

Drill 7. - Substitution

Give a word; S_1 uses it in the blank space to complete the question:

How many .... are there in the room?

Write a number from 20 to 100 on the chalkboard; S_2 uses this number and the word already given to complete the answer:

There are .... in the room.

Example: T: chairs
S_1: How many chairs are there in the room?
T: (writes on chalkboard) 23
S_2: There are twenty-three chairs in the room.

Use the following words; make your own selection of numbers.

desks
pencils
tables
books
pens
windows
doors
watches
classes
lights
students
notebooks
bags
offices
answers
engines
umbrellas
oranges
apples
teachers
boys
girls

Drill 8. - Repetition

a. Set the clock at quarter past twelve. Ask: What time is it? Then point to the clock and make the statement:

It's quarter past twelve.

The class repeats.

Follow this procedure through the drill and have the class repeat each statement.

1. It's quarter past twelve.
2. It's quarter past one.
3. It's quarter past two.
4. It's quarter past three.
5. It's quarter past four.
6. It's quarter past five.
7. It's quarter past six.
8. It's quarter past seven.
9. It's quarter past eight.
10. It's quarter past nine.
11. It's quarter past ten.
12. It's quarter past eleven.

b. Ask a question about time, using quarter past; a student gives a short negative answer, and then makes a statement, adding one hour to the time, as in the example. Then give the correct sentences and have the class repeat.

Example: T: Is it quarter past one?
S: No, it isn't. It's quarter past two.

1. Is it quarter past one?
2. Is it quarter past two?
3. Is it quarter past three?
4. Is it quarter past four?
5. Is it quarter past five?
6. Is it quarter past six?
7. Is it quarter past seven?
8. Is it quarter past eight?
9. Is it quarter past nine?
10. Is it quarter past ten?
11. Is it quarter past eleven?
12. Is it quarter past twelve?

c. Set the clock at quarter to twelve, and follow the procedure of a. above, making the statement:

It's quarter to twelve.

The class repeats.

Follow the same procedure through the drill and have the class repeat each statement.

1. It's quarter to twelve.
2. It's quarter to one.
3. It's quarter to two.
4. It's quarter to three.
5. It's quarter to four.
6. It's quarter to five.
7. It's quarter to six.
8. It's quarter to seven.
9. It's quarter to eight.
10. It's quarter to nine.
11. It's quarter to ten.
12. It's quarter to eleven.

d. Set the clock at quarter to one. S_1 asks the question:

Is it quarter to one or quarter to two?

Then S_2 give the answer:

It's quarter to one.

Set the clock at quarter to two; have S_1 ask the question and S_2 give the answer, as above. Continue the procedure up through quarter to twelve.

Drill 9. - Repetition

Set the clock at five minutes past twelve.
Ask an individual student (not the whole class), What time is it?

Direct the student to listen and then repeat each statement after you; give one statement at a time.

It's five minutes past twelve. It's five past twelve.

Explain to the class briefly that we may use or not use the word minutes after the word five; the meaning is the same.

Set the clock at ten minutes past twelve; follow the above procedure with the next student and continue on in this way through the drill.

1. It's five minutes past twelve. It's five past twelve.
2. It's ten minutes past twelve. It's ten past twelve.
3. It's quarter past twelve.
4. It's twenty minutes past twelve. It's twenty past twelve.
5. It's twenty-five minutes past twelve. It's twenty-five past twelve.
6. It's half past twelve.

7. It's twenty-five minutes to one. It's twenty-five to one.
8. It's twenty minutes to one. It's twenty to one.
9. It's quarter to one.
10. It's ten minutes to one. It's ten to one.
11. It's five minutes to one. It's five to one.
12. It's one o'clock.
13. It's five minutes past one. It's five past one.

The drill may be continued, up through two o'clock.

Drill 10. - Repetition

Before beginning the drill, draw the attention of the class to the possessives and the personal pronouns they correspond to. Give each of the following pairs and have the class repeat.

I	my
you	your
he	his
she	her

we	our
you	your
they	their

Point out also that when we ask about the possession or ownership of people or things we use WHOSE and a noun. Give this sentence and have the class repeat.

Whose book is this?

a. Do this part of the drill with individual students.

Ask the question; student repeats. Give the answer; student repeats. Then ask the question again; the student gives the answer.

Example:	Teacher	Student
	Whose book is this?	Whose book is this?
	It's my book.	It's my book.
	Whose book is this?	It's my book.

1.	Whose book is this?	It's my book.
2.	Whose pen is this?	It's my pen.
3.	Whose desk is this?	It's my desk.
4.	Whose pencil is this?	It's my pencil.
5.	Whose watch is this?	It's my watch.
6.	Whose bag is this?	It's my bag.
7.	Whose office is this?	It's my office.
8.	Whose chair is this?	It's my chair.
9.	Whose light is this?	It's my light.
10.	Whose apple is this?	It's my apple.

b. For this part of the drill, divide the class into two groups. Give a word; Group A uses it in the blank space to complete the question:

Whose .... is this?

Group B uses the word in the blank space to complete the answer:

It's his ....

orange
class
answer
engine
table
umbrella

notebook
desk
car
exam
airplane
watch

Reverse groups and do this part of the drill again.

Drill 11. – Repetition

a. Do this part of the drill with individual students.

Ask the question; student repeats. Give the answer; student repeats. Then ask the question again; student gives the answer.

Example:

Teacher	Student
Whose pens are these?	Whose pens are these?
They're your pens.	They're your pens.
Whose pens are these?	They're your pens.

1.	Whose watches are these?	They're your watches.
2.	Whose chairs are these?	They're your chairs.
3.	Whose desks are these?	They're your desks.
4.	Whose bags are these?	They're your bags.
5.	Whose apples are these?	They're your apples.
6.	Whose lights are these?	They're your lights.
7.	Whose books are these?	They're your books.
8.	Whose offices are these?	They're your offices.
9.	Whose pencils are these?	They're your pencils.
10.	Whose engines are these?	They're your engines.

b. For this part of the drill, divide the class into two groups. Give a word; Group A uses it in the blank space to complete the question:

Whose .... are these?

Group B uses the word in the blank space to complete the answer:

They're our ....

tables
answers
pens
umbrellas
classes
oranges

exams
desks
airplanes
examples
cars
notebooks

Drill 12. – Writing

(No Material)

Drill 13. – Question - Answer

a. Ask a question; the class answers as in the example.

Example: T: Are those their pencils?
Class: Yes, they are their pencils.

1. Are those their chairs?
2. Are those their books?
3. Are those their new pens?
4. Are those their umbrellas?
5. Are those their apples?
6. Are those their watches?
7. Are those their students?
8. Are those their answers?
9. Are those their old notebooks?
10. Are those their old engines?
11. Are those their lights?
12. Are those their big animals?
13. Are those their watches?
14. Are those their oranges?

b. Give a word; the class uses it in the blank space to complete the sentence:

It's her ....

book
orange
room
office
umbrella
desk
notebook
apple
watch
car
table
chair
pen
answer

c. Ask a question; the class first gives a negative answer, and then makes a statement, as in the example. Then give the correct sentences and have the class repeat.

Example: T: Are those their desks?
Class: No, they aren't their desks.
They are our desks.

1. Are those their pencils?
2. Are those their offices?
3. Are those their bags?
4. Are those their books?
5. Are those their new pens?
6. Are those their oranges?
7. Are those their students?
8. Are those their airplanes?
9. Are those their big umbrellas?
10. Are those their rooms?
11. Are those their chalkboards?
12. Are those their engines?
13. Are those their long tables?
14. Are those their exams.

Drill 14.– Substitution

The student hears a word or an expression; he uses the word or expression with AT, IN, or ON as needed and completes this sentence:

She is there ....

Example: T: one o'clock
S: She is there at one o'clock.

six o'clock
Tuesday
night
midnight
quarter to six
Thursday

the morning	noon
Friday	quarter past nine
half past two	Monday
five o'clock	the evening
Wednesday	half past nine
the afternoon	the morning
half past four	Saturday

Drill 15. - Review - Pronunciation

a. Student listens and repeats minimal pairs.
b. Student listens and repeats sentences.

Drill 16. - Question - Answer

The student hears a question; he answers as in the example.

Example: T: Is he here at five o'clock on Wednesday?
S: Yes, he is here at five o'clock on Wednesday.

1. Is he here at four o'clock on Monday?
2. Is he here at half past one on Wednesday?
3. Is he here at ten past two on Friday?
4. Is he here at seven o'clock in the morning?
5. Is he here at five past eight on Thursday?
6. Is he here at three o'clock in the afternoon?
7. Is he here at quarter past six on Tuesday?
8. Is he here at quarter to nine on Saturday?
9. Is he here at half past seven in the evening?
10. Is he here at eight o'clock in the morning?
11. Is he here at quarter to three on Wednesday?
12. Is he here at twenty to five on Sunday?
13. Is he here at noon on Monday?
14. Is he here at twenty-five to nine on Friday?
15. Is he here at half past eight on Tuesday?
16. Is he here at ten o'clock at night?
17. Is he here at ten past two on Wednesday?
18. Is he here at midnight on Saturday?
19. Is he here at six o'clock in the evening?
20. Is he here at five to twelve on Monday?

Drill 17. - Cued Substitution

a. The student hears a word; he uses it in the blank space to complete a question, and then he asks another question, as in the example. When he hears the correct questions, he repeats them. The question to be completed is:

Whose .... is that?

Example: T: book
S: Whose book is that? Is it your book?

pencil	apple
watch	umbrella
chair	notebook

room
engine
table
answer
exam
class
car
office

b. The student follows the directions given in a. The sentence to be completed is:

Whose .... are those?

He then asks a second question as in this example.

Example: T: pens
S: Whose pens are those? Are they their pens?

desks
bags
oranges
students
airplanes
animals
examples
lights
watches
books
rooms
engines
apples
exams

Drill 18. - Question - Answer

a. The student hears a question; he answers as in the example.

Example: T: Is this your watch?
S: Yes, it's my watch

1. Is this your desk?
2. Is this your umbrella?
3. Is this your chair?
4. Is this your car?
5. Is this your answer?
6. Is this your class?
7. Is this your room?
8. Is this your pen?
9. Is this your table?
10. Is this your exam?
11. Is this your engine?
12. Is this your orange?
13. Is this your pencil?
14. Is this your light?

b. The student hears a question; he answers as in the example.

Example: T: Are these my books?
S: No, they aren't your books.

1. Are these my pens?
2. Are these my apples?
3. Are these my watches?
4. Are these my airplanes?
5. Are these my examples?
6. Are these my umbrellas?
7. Are these my bags?
8. Are these my offices?
9. Are these my chairs?
10. Are these my notebooks?
11. Are these my boards?
12. Are these my animals?
13. Are these my tables?
14. Are these my oranges?

LESSON NINE

I DIALOG

Asking About Names, Age and Marital Status

Good morning.	Good morning.
What's your name?	My name is Ali.*
What's your full name?	My full name is Ali al-Hakim.
Is al-Hakim your family name?	Yes, it is.
How old are you?	I'm twenty years old.
Are you married or single?	I'm not married. I'm single.
I'm single too, but my brother is married.	Well, it's time for class. See you later.

*After the conversation has been learned, individual students in doing the conversation should use their own names.

II PRONUNCIATION

Drill 9. - u vs. uw

pull - pool
look - Luke
full - fool
could - cooed
soot - suit
would - wooed

a. Give words with u sound; class listens.
b. Give words with u sound; class repeats.
c. Follow same procedure with words having uw sound.
d. Give the minimal pairs; class repeats.
e. Test discrimination of sounds as in step c., Pronunciation Drill 1.
f. Demonstrate that in the pronunciation of the u sound the tongue position is high back, the lips are slightly rounded, and the muscles relaxed. In the pronunciation of the uw sound the tongue position is also high back, but the lips are rounded, and the muscles are tense. Again, keep in mind that it is vowel length in Arabic that is opposed to vowel quality in English.
g. Give the minimal pairs again; the class repeats.
h. Give a word; ask students to give the other word of the pair.
i. Give the following sentences; the class repeats.

1. The fool broke the rule.
2. He bought food, fruit, and soup.

3. She put on her new blue shoes.
4. He proved to be a true blue friend.
5. Did you lose your boots or shoes?

III VOCABULARY

1. red
2. black
3. orange
4. yellow
5. green
6. blue
7. brown
8. white
9. gray
10. gold
11. silver
12. full
13. family
14. old
15. married
16. single
17. brother
18. place

IV DRILLS

Drill 1. - Answer - Question

Give a statement, stressing my. A student asks a question, as in the examples.

Examples: T: That isn't my book.
S: Whose book is it?

T: Those aren't my books.
S: Whose books are they?

1. That isn't my pen.
2. That isn't my chair.
3. That isn't my apple.
4. That isn't my table.
5. That isn't my car.
6. That isn't my umbrella.
7. Those aren't my apples.
8. Those aren't my rooms.
9. Those aren't my engines.
10. Those aren't my classes.
11. Those aren't my desks.
12. That isn't my airplane.
13. Those aren't my watches.
14. That isn't my orange.
15. Those aren't my oranges.
16. Those aren't my pencils.
17. That isn't my office.
18. Those aren't my tables.
19. Those aren't my animals.
20. That isn't my exam.

Drill 2. - Question - Answer

Divide the class into two groups.

a. Give a word; Group A uses the word in the blank space to complete the question:

Is that my ....?

Group B gives a short negative answer, and then makes a statement, using the given word in the blank space.

No, it isn't. It's his ....

Example: Teacher: book
Group A: Is that my book?
Group B: No, it isn't. It's his book.

watch
notebook
car
apple
desk
exam
table

room
light
bag
umbrella
office
example
class

b. Follow the directions of a. above. Groups A and B complete these sentences:

Group A: Is that our ....?
Group B: No, it isn't. It's their ....

Give the words of a. above.

Drill 3. - Review - Conversation

Take one part of the conversation and have individual students take the other part. Then reverse roles.

Drill 4. - Substitution

Call the attention of the class to the fact that in this drill we practice negative questions. Give the following examples and have the class repeat:

Isn't this a book?
Aren't these books?

Point out that we generally use the contracted form in negative questions, e.g., isn't, aren't; that in English the expected answer to a negative question is usually in the affirmative (for the examples above: Yes, it is. Yes, they are).

For the drill divide the class into two groups.

a. Give an expression; Group A uses it to complete the negative question:

Isn't this ....?

Group B gives the short answer:

Yes, it is.

Reverse the roles of Groups A and B in the middle of the drill.

1. his book
2. your pen
3. my notebook
4. [illegible] office
5. her room
6. our class
7. his engine
8. their airplane
9. your bag
10. our table
11. her chair
12. their desk
13. my room
14. your umbrella
15. his car
16. their animal
17. her pencil
18. your apple
19. our office
20. his exam

b. Give an expression; Group A uses it to complete the negative question:

Aren't these ....?

Group B gives the short answer: Yes, they are.
Reverse roles in the middle of the drill.

1. his engines
2. your pens
3. my oranges
4. their umbrellas
5. her animals
6. our offices
7. his doors
8. your lights
9. my oranges
10. their chairs
11. my notebooks
12. their airplanes
13. his apples
14. her answers
15. our desks
16. your pencils
17. his animals
18. her umbrellas
19. their rooms
20. my books

Drill 5. - Addition

Divide the class into two groups.

a. Give a statement; S_1 repeats the statement and adds a tail question. S_2 gives a short answer and then a full answer, as in the example.

Example: T: This is my pen,
S_1: This is my pen, isn't it?
S_2: Yes, it is. It's your pen.

1. This is my room,
2. This is my desk,
3. This is my table,
4. This is my book,
5. This is my answer,
6. This is my orange,
7. This is my watch,
8. This is my car,
9. This is my engine,
10. This is my chair,
11. This is my umbrella,
12. This is my class,
13. This is my exam,
14. This is my apple,

b. Give a statement; S_2 repeats the statement and adds a tail question. S_1 gives a short negative answer and then makes a statement, as in the example.

Example: T: This isn't my apple,
S_2: This isn't my apple, is it?
S_1: No, it isn't. That is your apple.

1. This isn't my office,
2. This isn't my notebook,
3. This isn't my pencil,
4. This isn't my example,
5. This isn't my bag,
6. This isn't my light,
7. This isn't my airplane,
8. This isn't my room,
9. This isn't my orange,
10. This isn't my chair,
11. This isn't my watch,
12. This isn't my engine,
13. This isn't my class,
14. This isn't my table,

Drill 6. - Addition

Divide the class into two groups.

a. Give a statement; Group A repeats the statement and adds a tail question. Group B gives a short answer and then a full answer, as in the example. For both groups give the correct sentences and have them repeat.

Example: Teacher: These are his books,
Group A: These are his books, aren't they?
Group B: Yes, they are. They're his books.

1. These are his watches,
2. These are his students,
3. These are his desks,
4. These are his oranges,
5. These are his bags,
6. These are his answers,
7. These are his tables,
8. These are his chairs,
9. These are his umbrellas,
10. These are his animals,
11. These are his exams,
12. These are his engines,
13. These are his cars,
14. These are his boards,

b. Give a statement; Group B repeats the statement and adds a tail question. Group A gives a short negative answer and then makes a statement, as in the example. Then, for both groups give the correct sentences and have them repeat.

Example: Teacher: These aren't his chairs,
Group B: These aren't his chairs, are they?
Group A: No, they aren't. They're her chairs.

1. These aren't his pencils,
2. These aren't his students,
3. These aren't his offices,
4. These aren't his cars,
5. These aren't his notebooks,
6. These aren't his pens,
7. These aren't his animals,
8. These aren't his engines,
9. These aren't his umbrellas,
10. These aren't his oranges,
11. These aren't his watches,
12. These aren't his airplanes,
13. These aren't his bags,
14. These aren't his answers,

Drill 7. - Repetition

Announce to the class that we are going to use the names of colors in talking about objects.

a. Give each of the following twice and have the class repeat after you:

red
orange
yellow
green
blue
brown
black
white
grey
gold
silver

b. Show the class a colored object or picture, e.g., a red pen, and proceed as follows:

Teacher: What's this?
Class: It's a pen.
Teacher: What color is it? It's red.

Teacher repeats three times, and then tells class to repeat after him:

Teacher: It's red.
Class: It's red.

Follow this procedure with all the colors listed above.

Drill 8. - Repetition

Follow the procedure of Drill 7 b. above, but use several colored objects or pictures, e.g., green books.

Teacher: What are these?
Class: They're books.
Teacher: What color are they? They're green.

Teacher repeats three times and then has class repeat after him:

Teacher: They're green.
Class: They're green.

Follow this procedure with all the colors listed above.

Drill 9. - Combination

a. Give the two statements as found below; the class replies as in the example. Then give the correct sentence and have the class repeat.

Example: T: This is a book. The book is red.
S: It's a red book.

1. This is a pen. The pen is gold.
2. This is a pencil. The pencil is silver.
3. This is an apple. The apple is red.
4. This is an orange. The orange is green.
5. This is a watch. The watch is silver.
6. This is a chair. The chair is orange.
7. This is a bag. The bag is blue.
8. This is a desk. The desk is grey.
9. This is an umbrella. The umbrella is black.
10. This is a book. The book is white.
11. This is a door. The door is brown.
12. This is an airplane. The airplane is silver.

b. Follow the instructions of a. above.

Example: T: These are apples. The apples are green.
S: They are green.

1. These are lights. The lights are red.
2. These are walls. The walls are grey.
3. These are chairs. The chairs are brown.

4. These are pencils. The pencils are yellow.
5. These are umbrellas. The umbrellas are blue.
6. These are cars. The cars are white.
7. These are animals. The animals are black
8. These are lights. The lights are orange.
9. These are notebooks. The notebooks are yellow.
10. These are watches. The watches are gold.
11. These are tables. The tables are grey.
12. These are pens. The pens are silver.

Drill 10. - Addition

a. Give a statement; a student repeats the statement, adds a tail question, and then gives a short answer, as in the example. Then give the correct sentences and have the class repeat them.

Example: T: The pen is silver,
S: The pen is silver, isn't it? Yes, it is.

1. The pencil is yellow,
2. The light is red,
3. The book is black,
4. The bag is brown,
5. The apple is green,
6. The car is blue,
7. The chair is orange,
8. The desk is white,
9. The table is brown,
10. The umbrella is yellow,
11. The airplane is silver,
12. The watch is gold,
13. The door is gray,
14. The wall is blue,

b. Follow the instructions of a. above.

Example: T: The watch isn't gold.
S: The watch isn't gold, is it? No, it isn't.

1. The chair isn't gray,
2. The notebook isn't black,
3. The pencil isn't silver,
4. The apple isn't green,
5. The wall isn't yellow,
6. The umbrella isn't red,
7. The bag isn't brown,
8. The light isn't red,
9. The car isn't black,
10. The desk isn't white,
11. The door isn't orange,
12. The airplane isn't green,
13. The watch isn't silver,
14. The table isn't blue,

Drill 11. - Addition

a. Follow the instructions of Drill 10 a. above.

Example: T: These books are green.
S: These books are green, aren't they? Yes, they are.

1. These bags are black,
2. These watches are gold,
3. These apples are red,
4. These notebooks are blue,
5. These umbrellas are orange,
6. These pencils are yellow,
7. These walls are blue,
8. These cars are white,
9. These airplanes are silver,
10. These chairs are gray,
11. These lights are green,
12. These tables are brown,
13. These pens are gold,
14. These books are blue,

b. Follow the instructions of Drill 6 a. above.

Example: T: These cars aren't green,
S: These cars aren't green, are they? No, they aren't.

1. These lights aren't blue,
2. These desks aren't red,
3. These watches aren't gold,
4. These chairs aren't gray,
5. These walls aren't orange,
6. These doors aren't black,
7. These bags aren't brown,
8. These airplanes aren't white,
9. These animals aren't black,
10. These pens aren't silver,
11. These desks aren't yellow,
12. These pencils aren't blue,
13. These umbrellas aren't green,
14. These apples aren't red.

Drill 12. - Substitution

Give an expression; S_1 uses this expression in the blank space to complete the question:

How many .... are there in that place?

Then give a number; S_2 uses this number and the expression already given to complete the answer:

There are .... in that place.

1.	gold pens	twenty-five
2.	blue lights	thirty
3.	red cars	sixty-four
4.	silver watches	fifty-six
5.	brown chairs	ninety-five
6.	gray chairs	eighty-one
7.	green tables	twenty-two
8.	white notebooks	eighty-nine
9.	black umbrellas	forty-eight
10.	yellow apples	seventy-one
11.	red desks	thirty-three
12.	black animals	sixty-five
13.	yellow books	ninety-three
14.	orange lights	eighteen
15.	gold pencils	eighty
16.	gray bags	forty
17.	brown pens	fourteen
18.	blue cars	seventy-three
19.	silver airplanes	fifty-one
20.	white chairs	thirty-three

Drill 13. - Addition

a. The student hears a statement; he replies as in the example. Then when he hears the correct reply, he repeats it.

Example: T: There's a chair here.
S: Yes, it's their chair.

1. There's a desk here.
2. There's a table here.
3. There's an apple here.
4. There's an engine here.
5. There's a car here.
6. There's a watch here.
7. There's a notebook here.
8. There's an airplane here.
9. There's an umbrella here.
10. There's an office here.
11. There's a light here.
12. There's an animal here.
13. There's a pen here.
14. There's a book here.
15. There's an answer here.
16. There's a room here.
17. There's a bag here.
18. There's an exam here.
19. There's a pencil here.
20. There's a class here.

b. For the second part of the drill the student replies as in this example:

Example: T: There are some chairs here.
S: Yes, they are his chairs.

1. There are some lights here.
2. There are some watches here.
3. There are some pens here.
4. There are some books here.
5. There are some bags here.
6. There are some cars here.
7. There are some exams here.
8. There are some tables here.
9. There are some oranges here.
10. There are some desks here.
11. There are some animals here.
12. There are some airplanes here.
13. There are some engines here.
14. There are some offices here.
15. There are some apples here.
16. There are some classes here.
17. There are some notebooks here.
18. There are some boards here.
19. There are some pencils here.
20. There are some answers here.

Drill 14. - Question - Answer

The student hears a statement with a tail question; he gives a short negative answer and then makes a statement.

Example: T: That's not our pen, is it?
S: No, it isn't. It's her pen.

1. That's not our umbrella, is it?
2. That's not our bag, is it?
3. That's not our chair, is it?
4. That's not our airplane, is it?
5. That's not our boards, is it?
6. That's not our animal, is it?
7. That's not our desk, is it?
8. That's not our exam, is it?

9. That's not our pencil, is it?
10. That's not our office, is it?
11. That's not our engine, is it?
12. That's not our car, is it?
13. That's not our answer, is it?
14. That's not our notebook, is it?
15. That's not our class, is it?
16. That's not our book, is it?
17. That's not our room, is it?
18. That's not our light, is it?
19 That's not our watch, is it?
20. That's not our place, is it?

Drill 15. - Review - Pronunciation

a. Student listens and repeats minimal pairs.

b. Student listens and repeats sentences.

Drill 16. - Transformation

The student hears a statement; if the statement is singular, he changes it to the plural; if the statement is plural, he changes it to the singular.

Example: T: It's red. S: They're red.

T: They're blue. S: It's blue.

1. It's red.
2. It's yellow.
3. They're blue.
4. They're green.
5. It's black.
6. They're white.
7. They're brown.
8. It's silver.
9. They're gold.
10. They're gray.
11. It's gray.
12. It's gold.
13. It's blue.
14. They're orange.
15. They're black.
16. It's white.
17. They're silver.
18. It's orange.
19. It's green.
20. They're red.

Drill 17. - Question - Answer

The student hears a statement with a tail question; he gives a short affirmative answer and then makes a statement. When he hears the correct sentences, he repeats them.

Examples: T: The pen is silver, isn't it?
S: Yes, it is. It's a silver pen.

T: The watches are gold, aren't they?
S: Yes, they are. They're gold watches.

1. The pencil is yellow, isn't it?
2. The chair is orange, isn't it?
3. The apple is green, isn't it?
4. The book is black, isn't it?

5. The desk is white, isn't it?
6. The light is red, isn't it?
7. The door is gray, isn't it?
8. The table is brown, isn't it?
9. The car is blue, isn't it?
10. The watch is silver, isn't it?
11. The pen is gold, isn't it?
12. The wall is blue, isn't it?
13. The lights are red, aren't they?
14. The pens are silver, aren't they?
15. The umbrellas are blue, aren't they?
16. The doors are orange, aren't they?
17. The tables are green, aren't they?
18. The cars are white, aren't they?
19. The bags are brown, aren't they?
20. The walls are gray, aren't they?
21. The apples are red, aren't they?
22. The pencils are gold, aren't they?
23. The chairs are black, aren't they?
24. The books are green, aren't they?

LESSON TEN

I DIALOG

The Family

Hello	Hello ....
How are you today?	I'm fine, thank you.
You are married, aren't you?	Yes, I am. I have one boy and one girl.
How old are they?	The boy is six years old and the girl is two years old. How is your family?
They are fine, thanks.	

II PRONUNCIATION

Drill 10. - ə

Note: This vowel has no equivalent in colloquial Saudi Arabic. Students will tend to produce a vowel that is less like the vowel sound of had, but ranges more between the vowel sounds of bet and but. The students' best guide to pronunciation is the teacher (or tape); they should listen as carefully as possible and imitate as faithfully as possible.

up
under
ugly
ulcer
umber
underclass
underground

upside
utter
usher
some
cut
hut
cup

come
much
money
hunch
mother
bus

a. Give the words of the first column; class listens.
b. Give the words of the first column; class repeats.
c. Follow the same procedure with words of the second and third columns.
d. Point out that for the stressed vowel ə the tongue position is mid-central, and the lips unrounded. It is pronounced with tense muscles in stressed syllables.
e. Give again the words of the first column and then the words of the second and third columns; the class repeats.
f. Give the following sentences, practicing stressed ə:

1. He has some money for the bus.
2. The ugly bus is upside down.
3. The duck is under the water.
4. The hungry usher has come.
5. Please come up for lunch.

g. Point out that in unstressed syllables ə is pronounced with relaxed muscles.

Follow the procedure of a., b., and c. with the following words:

about
among
ago
arrive
around
advice
amount

father
mother
brother
ether
teacher
ruler
answer

h. Give the following sentences, contrasting stressed and unstressed ə:

1. The bus went around the city.
2. His father arrived ten minutes ago.
3. My brother was among the teachers.
4. Are you hungry?
5. I just finished my lunch.

III VOCABULARY

Give each of the following words twice; class repeats.

1. boy
2. girl
3. man - men
4. woman - women
5. father
6. mother
7. sister
8. uncle
9. aunt
10. grandfather
11. grandmother
12. relative
13. neighbor
14. friend
15. cousin
16. secretary
17. clerk
18. old
19. year
20. family
21. and

IV DRILLS

Drill 1. - Substitution

Ask a question and then give a word; a student uses the word in the blank space to complete the sentence:

He's my ....

In your questions for these drills, use the full form Who is; do not use at present the contracted form Who's.

Example: T: Who is that man? father
S: He's my father.

Give the following words after your question, to be used by the class in its answer:

brother
uncle
grandfather
relative
neighbor
friend
cousin
secretary
clerk

Ask a question and then give a word; the class uses the word in the blank space to complete the sentence:

She's my ....

Example: T: Who is that woman? mother
S: She's my mother.

Give the following words after your question, to be used by the class in its answer:

sister
aunt
grandmother
relative
neighbor
friend
cousin
secretary
clerk
teacher

Drill 2. - Substitution

a. Give a word; the class uses the word in the blank space to complete this sentence:

Those women are my ....

sisters
aunts
grandmothers
relatives
neighbors
friends
cousins
secretaries
clerks
teachers

b. Give a word; S_1 uses the word to complete this question:

Are those men your ....?

S_2 gives a short answer and then uses the word given to make a statement, as in the example.

Example: T: brothers
S_1: Are those men your brothers?
S_2: Yes, they are. They're my brothers.

uncles
grandfathers
relatives
neighbors
friends
cousins
secretaries
clerks
teachers

Drill 3. - Question - Answer

Ask a question; a student answers as in the example.

Example: T: Is Ali her father?
S: No, Ali is not her father. He's my father.

1. Is Jasim her brother?
2. Is Muhammad her friend?
3. Is Salim her neighbor?
4. Is Abbas her relative?
5. Is Aziz her uncle?
6. Is Faisal her cousin?
7. Is Ahmad her teacher?
8. Is Hassan her grandfather?
9. Is Fahd her relative?
10. Is Khalid her secretary?
11. Is George her teacher?
12. Is John her secretary?
13. Is Fred her relative?
14. Is Tom her brother?
15. Is Frank her uncle?
16. Is Peter her cousin?

Drill 4. - Question - Answer

Ask a question; a student gives a short negative answer and then makes a statement as in the example.

Example: T: Are they your friends?
S: No, they aren't. They are their friends.

1. Are they your brothers?
2. Are they your sisters?
3. Are they your uncles?
4. Are they your aunts?
5. Are they your relatives?
6. Are they your neighbors?
7. Are they your students?
8. Are they your cousins?
9. Are they your secretaries?
10. Are they your clerks?
11. Are they your teachers?
12. Are they your grandfathers?
13. Are they your friends?
14. Are they your grandmothers?

Drill 5. - Writing

(No Material)

Drill 6. - Substitution

a. Give a word; the class uses it in the blank spaces to complete these sentences:

They aren't my ....   They are her ....

Example: Teacher: friends
Class: They aren't my friends. They are her friends.

brothers
sisters
uncles
aunts
relatives
cousins
students
grandfathers
neighbors
grandmothers
secretaries
clerks
friends
teachers

b. Follow the directions of a. above; the class completes these sentences:

They aren't our ....   They are your ....

Use the words of a. above.

Drill 7. - Question - Answer

Point out to the class that in this drill we talk about age.

Ask this question twice and have the class repeat:

How old are you?

Give this answer twice and have the class repeat:

I'm twenty-two years old.

The drill is done by individual students, each student giving his own age when asked by his neighbor. The teacher starts off the drill, speaking to the first student; the first student answers and then asks the question of the second student, etc., until the entire class is covered.

T: How old are you?
S_1: I'm eighteen years old. How old are you?
S_2: I'm twenty years old. How old are you?
S_3: etc...., etc...

Drill 8. - Question - Answer

a. Divide the class into two groups.
Give a word; Group A uses it in the blank space to complete this question:

Is your .... an old man?

Give a number; Group B gives a short answer and then uses the number to complete the second sentence:

Yes, he is. He's ....years old.

Example: Teacher: father
Group A: Is your father an old man?
Teacher: 83
Group B: Yes, he is. He's 83 years old.

1.	brother	65	5.	neighbor	88
2.	uncle	72	6.	cousin	75
3.	friend	67	7.	secretary	80
4.	relative	73	8.	grandfather	96

b. Follow the procedure of a. above, but with these patterns, and reversing the groups:

Group B: Is your .... an old woman?
Group A: Yes, she is. She's .... years old.

1.	mother	81	3.	aunt	69
2.	sister	74	4.	relative	86

5.	neighbor	77
6.	friend	91
7.	grandmother	94
8.	secretary	68
9.	cousin	79
10.	mother	55

c. Give a word and a number; a student uses the word in the first blank space and the number in the second, to complete this sentence:

My .... is .... years old.

The class then uses the word in the blank space to complete this question:

How old is your ....?

Example: T: father 78
S: My father is 78 years old. How old is your father?

Give the correct sentences and have the class repeat.

1.	father	78
2.	mother	75
3.	brother	56
4.	sister	43
5.	uncle	71
6.	aunt	67
7.	cousin	54
8.	grandfather	96
9.	relative	49
10.	grandmother	87
11.	neighbor	38
12.	friend	27
13.	secretary	35
14.	clerk	43

Drill 9. - Addition

a. Give a statement; an individual student repeats the statement, adds a tail question, and makes a short answer.

Examples: T: Ali is your brother.
S: Ali is your brother, isn't he? Yes, he is.

T: Suad is their sister.
S: Suad is their sister, isn't she? Yes, she is.

1. Zaid is his father,
2. Ahmad is your uncle,
3. Laila is your sister,
4. Samira is their cousin,
5. Jasim is her father,
6. Abbas is my neighbor,
7. Aziz is his relative,
8. Salim is our brother,
9. Huda is their secretary,
10. Mary is your grandmother,
11. George is her friend,
12. Linda is their sister,
13. Salim is our clerk,
14. Salma is his aunt,
15. Muhammad is your grandfather,
16. Abdul-Rahman is her father,
17. Tom is their friend,
18. Fred is her teacher,
19. Ruth is our cousin,
20. Abdulla is your brother,

b. Follow the directions of a. above, but according to these examples:

Examples: T: Ahmad isn't her brother,
S: Ahmad isn't her brother, is he? No, he isn't.

T: Laila isn't their mother,
S: Laila isn't their mother, is she? No, she isn't.

1. Frank isn't our neighbor,
2. Hussein isn't your brother,
3. Fatima isn't her aunt,
4. Salma isn't their sister,
5. Linda isn't their relative,
6. Ahmad isn't our friend,
7. Abdul-Aziz isn't your student,
8. Samira isn't his secretary,
9. Abbas isn't their teacher,
10. Fahd isn't his cousin,
11. Tom isn't my uncle,
12. Faisal isn't her father,
13. Salim isn't their clerk,
14. George isn't our uncle,
15. Peter isn't his brother,
16. Ali isn't their grandfather
17. Abdulla isn't your friend,
18. John isn't their relative,
19. Mary isn't his sister,
20. Saud isn't your uncle,

c. Follow the directions of a. above, but according to these examples:

Examples: T: They're his brothers,
S: They're his brothers, aren't they? Yes, they are.

T: They aren't your neighbors,
S: They aren't your neighbors, are they? No, they aren't.

1. They're her sisters,
2. They're our relatives,
3. They're your brothers,
4. They're my friends,
5. They aren't his uncles,
6. They're our cousins,
7. They aren't her aunts,
8. They're his students,
9. They're our secretaries,
10. They're his teachers,
11. They aren't her brothers,
12. They aren't your clerks,
13. They're my neighbors,
14. They aren't his friends,
15. They're our uncles,
16. They aren't their friends,

Drill 10. - Question - Answer

Divide the class into two groups.
Give an expression; Group A uses the expression to ask a negative question beginning, according to the circumstances:

Isn't he ....? Isn't she ....? Isn't it ....?

Group B gives a short answer and then makes a statement, as in the examples, and stressing is.

Examples: Teacher: her uncle
Group A: Isn't he her uncle?
Group B: Yes, he is. He is her uncle.

Teacher: your mother
Group A: Isn't she your mother?
Group B: Yes, she is. She is my mother.

Teacher: a book
Group A: Isn't it a book?
Group B: Yes, it is. It is a book.

Reverse the roles of the two groups in the middle of the drill.

1. her father
2. our uncle
3. their aunt
4. his mother
5. an animal
6. an airplane
7. our office
8. your desk
9. their grandmother
10. her brother
11. your father
12. his family
13. his desk
14. my grandfather
15. my watch
16. an old woman
17. her mother
18. our father
19. your sister
20. a good example

At the end of the drill call the attention of the class to the following:

The answer to a negative question is usually affirmative, as in this drill. But sometimes the fact requires a negative answer. For example, if I point to an old engine and ask, "Isn't this a new engine?", a negative answer must be given: "No, it isn't."

Drill 11. - Question - Answer

Before the drill, call the attention of the class to the following and demonstrate with examples on the board:

We use his, our, your, etc...., to show possession. Where these words are not used, we use 's with the noun, e.g., Ali's book, the student's watch. With singular or family names ending in s, we may use either 's or ' along, e.g., Abbas's or Abbas'. With plural nouns the ' is placed after the terminal s, e.g., the four teachers' books.

a. Give a word; S$_1$ uses it in the blank space to complete this question:

Whose .... is that?

Give a name; S$_2$ uses it and the word already given to complete this answer:

That is ....'s ....

Example: T: book
S$_1$: Whose book is that?
T: Ali
S$_2$: That is Ali's book.

1.	watch	Ahmad	8.	room	Salim
2.	bag	Samira	9.	friend	Abdulla
3.	office	Faisal	10.	table	Muhammad
4.	pencil	Aziz	11.	car	Frank
5.	cousin	Tom	12.	exam	Mary
6.	father	Hassan	13.	apple	Fred
7.	desk	Suad	14.	pen	Laila

b. Follow the directions of a. above.

Example: T: books
S_1: Whose books are those?
T: Ali
S_2: Those are Ali's books.

1.	pens	Hussein
2.	pencils	Jasim
3.	apples	Linda
4.	offices	Peter
5.	chairs	Abbas
6.	desks	Salim
7.	engines	Fred
8.	airplanes	John
9.	umbrellas	Ruth
10.	cousins	Aziz
11.	friends	Laila
12.	relatives	Salma
13.	answers	Frank
14.	bags	Fatima

Drill 12. - Question - Answer

Ask a question, S_1 gives a negative answer, using isn't or aren't as needed. S_2 asks another question, as in the examples.

Examples: T: Is that Ahmad's book?
S_1: No, that isn't Ahmad's book.
S_2: Whose book is it?

T: Are those Suad's pencils?
S_1: No, those aren't Suad's pencils.
S_2: Whose pencils are they?

1. Is that Jasim's book?
2. Is that Salma's desk?
3. Are those Ali's watches?
4. Are those John's pens?
5. Are those Fred's offices?
6. Is that Aziz's airplane?
7. Is that Linda's bag?
8. Are those Salim's exams?
9. Is that Huda's chair?
10. Is that Fahd's room?
11. Are those Hussein's cars?
12. Are those Laila's answers?
13. Is that George's engine?
14. Is that Mary's table?
15. Is that Ruth's umbrella?
16. Are those Tom's apples?
17. Are those Fatima's friends?
18. Is that Faisal's notebook?
19. Is that Muhammad's light?
20. Are those Abdulla's students?

Take one part and have individual students take the other part. Then reverse roles.

Drill 13. - Substitution

For this drill the class is divided into two groups.

a. When Group A hears a word, it uses it in the blank space to complete this sentence:

They are my ....

Then Group B uses the same word to complete this sentence:

They are my .... too.

1. sisters
2. uncles
3. aunts
4. cousins
5. grandfathers
6. brothers
7. teachers
8. grandmothers
9. relatives
10. neighbors
11. students
12. friends
13. secretaries
14. clerks

b. The roles of Groups A and B are reversed in this part of the drill. When Group B hears a word, it uses it in the blank space to complete this sentence:

They are his ....

Then Group B uses the same word to complete this sentence:

They are her .... too.

The words of a. above are used in this part of the drill.

Drill 14. - Question - Answer

a. The student hears a question; he gives first a short affirmative answer and then a full answer, as in the example:

Example: T: Are the boys your cousins?
S: Yes, they are. The boys are my cousins.

1. Are the boys your friends?
2. Are the girls your sisters?
3. Are the men your uncles?
4. Are the women your aunts?
5. Are the boys your neighbors?
6. Are the women your cousins?
7. Are the men your relatives?
8. Are the girls your students?
9. Are the women your neighbors?
10. Are the boys your brothers?
11. Are the men your secretaries?
12. Are the girls your friends?

b. The student follows the directions of a., but according to this example:

Example: T: Are the boys his friends?
S: Yes, they are. The boys are his friends.

1. Are the girls his sisters?
2. Are the women his aunts?

3. Are the men his relatives?
4. Are the boys his brothers?
5. Are the women his cousins?
6. Are the girls his neighbors?
7. Are the men his clerks?
8. Are the boys his cousins?
9. Are the women his secretaries?
10. Are the girls his friends?
11. Are the men his uncles?
12. Are the boys his relatives?

Drill 15. - Question - Answer

The student should recall from the first conversation that in asking about a person's health we used the following:

How are you? I'm fine, thank you.

For this drill the class is divided into two groups.
Group A hears a word and uses it to complete this question:

How is/are your ....?

Group B uses the proper pronoun to complete this answer:

.... is/are fine, thank you.

Examples: Teacher: father
Group A: How is your father?
Group B: He is fine, thank you.

Teacher: sister
Group A: How is your sister?
Group B: She is fine, thank you.

Teacher: brothers
Group A: How are your brothers?
Group B: They are fine, thank you.

1. brother
2. uncle
3. father
4. brothers
5. neighbors
6. sister
7. aunt
8. uncles
9. friends
10. grandfather
11. aunts
12. secretaries
13. relatives
14. grandmother
15. sisters
16. cousins
17. mother
18. teachers
19. family
20. clerks

Drill 16. - Pronunciation

Books must be closed. Before the drill begins the student prepares a piece of paper with the numbers 1 to 15 written one under the other in a column; in the middle of the page he then writes another column with the numbers from 1 to 15.

a. The first column is used for this part of the drill.
The student hears two words; if the sound of the two words is

exactly the same, he writes S next to the number; if the sound of the two words is different, he writes D next to the number. He then hears another pair of words and does the same.

1.	pen	pin	9.	caught	caught
2.	full	fool	10.	listen	lesson
3.	suit	suit	11.	hid	head
4.	lawn	loan	12.	buck	buck
5.	date	date	13.	row	raw
6.	lock	look	14.	bet	bat
7.	low	law	15.	note	note
8.	rot	rat			

b. The second column is used for this part of the drill. The student hears a set of three words; he must choose the word which has a sound different from the sound of the other words. He writes the number of that word next to the number on his paper.

Example: The student hears: 1. lack lock lack

The second word has a sound different from the other words, so next to 1. on his paper he writes the number 2.

1.	lock	luck	luck
2.	hot	hut	hot
3.	look	luck	look
4.	full	full	fool
5.	not	not	nut
6.	law	low	law
7.	put	pot	put
8.	calm	come	come
9.	buck	book	buck
10.	so	saw	so
11.	look	look	Luke
12.	pool	pull	pool
13.	hot	hat	hot
14.	coat	caught	coat
15.	suit	soot	soot

Drill 17. - Question - Answer

When S_1 hears an expression, he uses it to complete a negative question beginning:

Aren't they ....?

S_2 gives a short answer and then makes a statement, as in the example, and stressing are.

Example: T: his friends
S_1: Aren't they his friends?
S_2: Yes, they are. They are his friends.

1. her cousins
2. our neighbors
3. your uncles
4. her sisters
5. new airplanes
6. gold pens
7. our cars
8. old men
9. beautiful girls
10. your relatives
11. his grandfathers
12. my students
13. our friends
14. cheap watches
15. useless examples
16. your grandmothers
17. his secretaries
18. my apples
19. red chairs
20. their exams

At the end of the drill remind the class of the following:

The answer to a negative question is usually affirmative, as in this drill. But sometimes the fact requires a negative answer. For example, if I point to old engines and ask, "Aren't these new engines?", a negative answer must be given, "No, they aren't."

Note: The students should be informed that the next two periods will be devoted to a review of all that has been covered so far. This review will be conducted in the classroom and will be in preparation for the first major exam which will be given during the two periods immediately following the review.

LESSON ELEVEN

REVIEW

Drill 1. - Review - Combination

Combine the following sentences, as in the examples.

Examples: T: This is a book. The book is red.
S: It's a red book.

T: These are pencils. The pencils aren't gold.
S: They aren't gold pencils.

1. This is an engine. The engine is useless.
2. These are bags. The bags are blue.
3. This is a table. The table is old.
4. This is a pencil. The pencil isn't yellow.
5. This is an office. The office is clean.
6. These are pens. The pens aren't gold.
7. That is an umbrella. The umbrella is black.
8. This is a wall. The wall isn't dirty.
9. Those are doors. The doors are green.
10. That is a book. The book isn't gray.
11. This is a car. The car is blue.
12. These are answers. The answers are important.
13. This is an airplane. The airplane is new.
14. This is a watch. The watch is silver.
15. Those are pencils. The pencils aren't red.
16. This is a chair. The chair is beautiful.
17. This is an example. The example is useful.
18. These are walls. The walls are white.
19. That is an apple. The apple is green.
20. Those are desks. The desks are brown.

Drill 2. - Review - Transformation

Change to the plural.

Example: T: He is a good student.
S: They are good students.

1. He is here.
2. This apple is red.
3. That man is not very old.
4. Is this a small room?
5. You are my friend, aren't you?
6. She is a wonderful secretary.
7. Whose father is he?
8. I am here at one o'clock.
9. This is his book, isn't it?
10. It's a silver pen.
11. That is a beautiful woman.
12. Is she here at quarter past twelve?

13. Whose pencil is this?
14. It is Abdul-Aziz's pencil.
15. This is a green door.
16. How old is he?
17. This wall is gray.
18. It is a black car.
19. This is a nice place.
20. This is not an animal, is it?

Drill 3. - Review - Transformation

Change into simple questions.

1. It's twelve o'clock.
2. I am thirty years old.
3. Tomorrow is Thursday.
4. They're not here.
5. They are their books.
6. There are some students here.
7. Monday is after Sunday.
8. These are my new books.
9. It's half past ten at night.
10. I am from Abu Dhabi.
11. There aren't any new students in this class.
12. They're in class Wednesday morning.
13. He's in the room at noon.
14. They are white cars.
15. It's a nice place.
16. There are some yellow pencils here.
17. She isn't our aunt.
18. Their friends are here in the afternoon.
19. Those are Ali's teachers.
20. My relative is fine.

Drill 4. - Review - Question - Answer

Teacher asks questions of as many students as possible, going back over the questions more than once.

1. Who are you?
2. What are you?
3. What's today?
4. Are you a Saudi Arabian?
5. How is your family?
6. What are you studying?
7. Are you married?
8. How do you like this city?
9. Where are you from?
10. What time is it?
11. What color is your book?
12. How old are you?
13. Today is Friday, isn't it?
14. Who is your teacher?
15. Is your friend from Qatar?
16. Is that man a good teacher?
17. Is today Monday?
18. What's tomorrow?
19. What day is after Monday?
20. What day is before Tuesday?

Drill 5. - Review - Addition

Teacher gives a statement; students add a tail question and give a short answer.

1. It's quarter to eleven,
2. He's here at eight o'clock in the morning,
3. There aren't any new desks here,
4. They are students,
5. Monday isn't before Wednesday,
6. You're twelve years old,
7. There are some new teachers here,
8. Your grandmother is an old woman,
9. Those aren't beautiful airplanes,
10. That girl isn't the secretary,
11. We are new students,
12. They aren't your brothers,
13. These are our books,
14. This engine is useless,
15. It isn't midnight,
16. There aren't any black apples,
17. Those men are our relatives,
18. There are some dirty lights here,
19. That boy isn't very short,
20. The red car is their car,
21. It's half past ten,
22. I am a teacher,
23. It's not five minutes to eight,
24. It isn't half past four,
25. I am not a student,

Drill 6. - Review - Transformation

Teacher makes a statement; an individual student asks a question for which the teacher's statement is the answer.

Examples: T: This is a book.
S: What's this?

T: I am twenty years old.
S: How old are you?

1. Today is Wednesday.
2. This is a book.
3. It's ten minutes to four.
4. I am Hussein.
5. It's Salim's book.
6. My bag is black.
7. He's twenty years old.
8. She is a student.
9. This is my book.
10. I am fine, thank you.
11. It's half past five.
12. These apples are red.
13. I am twenty-five years old.
14. My grandmother is fine.
15. Their large room is green.
16. His name is Ali.
17. The books are yellow.
18. He is fine.
19. Their car is black.
20. They are from Bahrain.

Drill 7. - Review - Transformation

Change the following sentences to the negative.

1. He is a good student.
2. It is ten minutes to four.
3. There are some women in this class
4. They are the student's books.

5. The teacher is an old man.
6. I am here on Wednesday afternoon.
7. There are some pencils on the table.
8. Today is Friday.
9. Oranges are black.
10. They are very cheap.
11. There are nine days in a week.
12. It is a nice place.
13. We are friends.
14. There are some girls in this office.
15. He is here on Saturday.
16. Our books are red.
17. That boy is my cousin.
18. There are twenty-three students in this class.
19. Tomorrow is Friday.
20. We are here on Thursday.

Drill 8. - Review - Space Filling

Fill in the correct preposition.

AT, IN, ON, AFTER, BEFORE

1. It's ten o'clock .... the morning.
2. They are here ..... three o'clock ..... the afternoon.
3. Thursday is .... Wednesday.
4. It's nine o'clock .... night.
5. Are they ..... the office ..... Friday?
6. Friday is .... Thursday.
7. He isn't ..... his office ..... noon.
8. It's half past nine .... the evening.
9. I am here ..... quarter past eight ..... the morning.
10. We aren't here ..... eleven o'clock ..... night.
11. There isn't a class .... Friday.
12. Is there a class .... Thursday?
13. There is a class .... Sunday morning.
14. There isn't a class .... midnight.
15. They are there .... night.
16. He's not here. He's .... that room.
17. We are here ..... Saturday ..... two o'clock ..... the afternoon.
18. The exams are ..... quarter to nine ..... Monday morning.
19. Saturday is .... Sunday.
20. Wednesday is .... Tuesday.

Drill 9. - Writing

(No Material)

LESSON TWELVE

I DIALOG

Events and Times

How are you, Ali?	I'm tired. Is tomorrow a holiday?
Yes, it is. It's the first holiday in November.	What about the meeting on Saturday?
That's on November 21, isn't it?	Yes, it is.
What time is the meeting?	It's at half past ten in the morning.
Is it an important meeting?	Yes, it's very important.
All right. I'll be there.	Good. See you later.

II PRONUNCIATION

Drill 11. - u vs. ə

could	cud
stood	stud
look	luck
book	buck
took	tuck
looked	lucked
books	bucks

a. Give all the words of the first column; class listens.
b. Give all the words of the first column; class repeats.
c. Follow the same procedure with the words of the second column.
d. Give each minimal pair; class repeats.
e. For contrast point out the difference in tongue position of the sounds u and ə. The lips are rounded for u, but are unrounded for ə.
f. Give the minimal pairs again; class repeats.
g. Give the following sentences; class repeats.

1. He paid ten bucks for the books.
2. Look up and wish me good luck.
3. The duck stood and looked.
4. He was stuck in the mud with the wood.
5. He could buy some buds.

III VOCABULARY

1. tired
2. holiday
3. tomorrow
4. first
5. second
6. third
7. fourth
8. fifth
9. sixth

10. seventh
11. eighth
12. ninth
13. tenth
14. eleventh
15. twelfth
16. January
17. February
18. March
19. April
20. May
21. June
22. July
23. August
24. September
25. October
26. November
27. December
28. what about
29. meeting
30. important
31. all right
32. will
33. be
34. either - or
35. neither - nor
36. later
37. month
38. year
39. date

IV DRILLS

Drill 1. - Substitution

Before doing this drill call the attention of the class to the following, and demonstrate with examples:

> Either is a function word used before the first of two words or expressions which are joined by or. The two words or expressions indicate alternatives.

Give two words or expressions; the class uses them in the blank spaces to complete the sentence:

He's here either .... or ....

Example: Teacher: on Wednesday on Thursday
Class: He's here either on Wednesday or on Thursday.

1.	on Wednesday	on Thursday
2.	on Saturday	on Sunday
3.	in the morning	in the afternoon
4.	in the afternoon	in the evening
5.	today	tomorrow
6.	in the afternoon	at night
7.	at nine o'clock	at ten o'clock
8.	at eleven o'clock	at quarter past eleven
9.	in the office	in class
10.	at noon	at one o'clock
11.	in the morning	in the evening
12.	at quarter to ten	at ten o'clock
13.	at twenty past six	at twenty past seven
14.	at half past four	at half past five
15.	before three o'clock	after five o'clock
16.	at ten to eight	at eight o'clock
17.	at five to twelve	at midnight
18.	at half past six	at twenty to seven
19.	on Monday	on Tuesday
20.	at night	in the morning

Drill 2. — Substitution

Give two words or expressions to an individual student; the student uses them in the blank spaces to complete one of these sentences:

He's either .... or ....

It's either .... or ....

Then give the correct sentence and have all the class repeat. Warn the students to be ready to use a, an, in, etc., as needed.

Examples: T: friend relative
S: He's either a friend or a relative.

T: Monday Tuesday
S: It's either on Monday or on Tuesday.

1.	friend	relative
2.	cheap	useless
3.	Monday	Tuesday
4.	book	notebook
5.	five o'clock	half past five
6.	man	boy
7.	today	tomorrow
8.	table	desk
9.	brother	cousin
10.	evening	afternoon
11.	student	secretary
12.	brown	black
13.	evening	afternoon
14.	neighbor	friend
15.	apple	orange
16.	Wednesday	Thursday
17.	morning	night
18.	quarter to six	six o'clock
19.	cousin	friend
20.	father	grandfather

Drill 3. - Question - Answer

Before doing this drill call the attention of the class to the following, and demonstrate with examples:

> In this drill we introduce neither .... nor. Neither is used before the first of two words or expressions which are joined by nor. In this use, unlike Arabic, neither should always be followed by nor.

Give the following examples and have the class repeat:

She's neither a teacher nor a secretary.
It's neither expensive nor cheap.
It's neither his first name nor his family name.

Ask an individual student a question; he answers as in the examples below. Then give the correct answer and have all the class repeat.

Examples: T: Is that a book or a notebook?
S: That's neither a book nor a notebook.

T: Is that red or yellow?
S: That's neither red nor yellow.

1. Is that a pen or a pencil?
2. Is that a door or a window?
3. Is that cheap or expensive?
4. Is that old or new?
5. Is that a man or a boy?
6. Is that a boy or a girl?
7. Is that brown or black?
8. Is that short or long?
9. Is that a desk or a table?
10. Is that gold or silver?
11. Is that an orange or an apple?
12. Is that a bag or an umbrella?
13. Is that blue or green?
14. Is that important or useless?
15. Is that her father or her uncle?
16. Is that his friend or his relative?
17. Is that her mother or her aunt?
18. Is that a car or an airplane?
19. Is that white or gray?
20. Is that an answer or an example?

Drill 4. - Question - Answer

For this drill divide the class into two groups. Ask a question; Group A repeats the question. Group B answers as in the examples. Then give the correct answer and Group B repeats. Change the roles of the two groups in the middle of the drill.

Examples: Teacher: Are they red or orange?
Group A: Are they red or orange?
Group B: They are neither red nor orange.

Teacher: Are they apples or oranges?
Group A: Are they apples or oranges?
Group B: They are neither apples nor oranges.

1. Are they brown or black?
2. Are they gold or silver?
3. Are they sisters or aunts?
4. Are they relatives or friends?
5. Are they cheap or expensive?
6. Are they long or short?
7. Are they good or bad?
8. Are they airplanes or cars?
9. Are they doors or windows?
10. Are they chairs or tables?
11. Are they books or bags?
12. Are they brothers or cousins?

13. Are they blue or green?
14. Are they rooms or offices?
15. Are they boys or men?
16. Are they cousins or friends?
17. Are they orange or yellow?
18. Are they girls or women?
19. Are they teachers or students?
20. Are they new or old?

Drill 5. - Question - Answer

Ask this question and have the class repeat:

What are the days of the week?

Demonstrate by examples that in phrases such as the days of the week, the months of the years, etc..., OF is used to introduce an expression that indicates the whole of which the preceding word is a part.

On the board write the names of the days of the week, one under the other. Then give this statement three times and have the class repeat each time:

Sunday is the first day of the week.

Follow the same procedure for the second and third days of the week.

With the names of the days of the week still on the board, ask the following questions; individual students answer as in the example.

Example: T: What's the fourth day of the week?
S: Wednesday is the fourth day of the week.

1. What's the fourth day of the week?
2. What's the fifth day of the week?
3. What's the sixth day of the week?
4. What's the seventh day of the week?
5. What's the second day of the week?
6. What's the third day of the week?
7. What's the first day of the week?

For the following questions direct the class to answer according to the fact.

Example: T: Is Saturday the third day of the week?
S: No, Saturday is not the third day of the week.

8. Is Sunday the fifth day of the week?
9. Is Sunday the first day of the week?
10. Is Friday the third day of the week?
11. Is Monday the second day of the week?
12. Is Tuesday the first day of the week?
13. Is Friday the seventh day of the week?

14. Is Wednesday the fourth day of the week?
15. Is Saturday the second day of the week?
16. Is Saturday the seventh day of the week?
17. Is Monday the sixth day of the week?
18. Is Tuesday the third day of the week?
19. Is Thursday the fifth day of the week?
20. Is Wednesday the sixth day of the week?

Drill 6. - Question - Answer

a. Give the following question and answer three times and have the class repeat:

How many months are there in a year?
There are twelve months in a year.

Then ask the following question three times and have the class repeat:

What are the names of the months of the year?

On the board write the names of the months of the year, following the order in which they occur. Then make this statement giving the names of the months of the year; the class listens.

The names of the months of the year are:

January
February
March
April
May
June
July
August
September
October
November
December

Now drill the class on the names of the months, giving each name several times and having the class repeat.

b. With the names of the months of the year still on the board, ask the following questions; the class answers as in the example:

Example: T: What's the first month of the year?
S: January is the first month of the year.

1. What's the first month of the year?
2. What's the second month of the year?
3. What's the third month of the year?
4. What's the fourth month of the year?
5. What's the fifth month of the year?
6. What's the sixth month of the year?
7. What's the seventh month of the year?
8. What's the eighth month of the year?
9. What's the ninth month of the year?
10. What's the tenth month of the year?
11. What's the eleventh month of the year?
12. What's the twelfth month of the year?

For the following questions direct the class to answer according to the fact.

Example: T: Is March the sixth month of the year?
S: No, March isn't the sixth month of the year.

T: Is January the first month of the year?
S: Yes, January is the first month of the year.

13. Is December the twelfth month of the year?
14. Is February the fourth month of the year?
15. Is September the eighth month of the year?
16. Is March the third month of the year?
17. Is August the eleventh month of the year?
18. Is May the fifth month of the year?
19. Is November the ninth month of the year?
20. Is April the fourth month of the year?

At the end of the drill draw the attention of the class to the spelling of fifth, ninth, twelfth.

Drill 7. - Question - Answer

For this drill a large calendar should be placed on the board. A coming month of 31 days should be used and the names of the days should be written out in full.

Ask an individual student a question; he answers as in the example. Then give the correct answer and have all the class repeat. Answers should be according to the calendar on the board.

Example: T: What is the twenty-fourth day?
S: Monday is the twenty-fourth day.

In your questions select the ordinal numbers at random, from first to thirty-first.

Drill 8. - Chain

Write the following question and answer on the board. In the answer use the current month and year.

What's the date today?
The date today is September 1, 1970.

Give the question; the class repeats.
Then give the answer, saying September first, nineteen seventy; the class repeats.

Go through the class, having each student give the date, adding one day each time. Continue until all the days of the month are covered.

Example: S_1: The date today is September 1, 1970.
S_2: The date today is September 2, 1970.
S_3: The date today is September 3, 1970.

At the end of the drill point out that in speech we say either September first or September one, but that we write September 1, 1970.

Drill 9. - Repetition

a. On the board write a list of the following years. Point to a year, ask a question and have the class repeat the question. Then give the answer and have the class repeat the answer.

1900	1.	What year is it?	It's nineteen hundred.
1901	2.	What year is it?	It's nineteen one.
1918	3.	What year is it?	It's nineteen eighteen.
1926	4.	What year is it?	It's nineteen twenty-six.
1971	5.	What year is it?	It's nineteen seventy-one.
1865	6.	What year is it?	It's eighteen sixty-five.
1589	7.	What year is it?	It's fifteen eighty-nine.
1354	8.	What year is it?	It's thirteen fifty-four.
1200	9.	What year is it?	It's twelve hundred.
1937	10.	What year is it?	It's nineteen thirty-seven.

b. Give a date; for uniformity, use ordinal numbers for day dates. The class uses the date in the blank space to complete this sentence:

The date today is ....

1. January 1, 1907
2. January 31, 1959
3. February 15, 1960
4. March 30, 1905
5. April 11, 1903
6. April 22, 1915
7. May 18, 1901
8. June 21, 1955
9. July 30, 1908
10. August 13, 1950
11. September 1, 1972
12. September 20, 1963
13. October 10, 1918
14. November 20, 1929
15. December 2, 1920
16. December 31, 1969

At the end of the drill draw the students' attention to the spelling of twentieth, thirtieth, etc...; twenty-first, twenty-second, etc......

Drill 10. - Writing

(No Material)

Drill 11. - Substitution

Give the following model sentence and have the class repeat. Use ordinal numbers throughout the drill.

Model sentence: The first class is on September 1.

Give a new date; the class uses it in place of September 1 and makes a new sentence. Then give the correct sentence and have the class repeat.

1. January 1
2. April 22
3. February 28
4. August 20
5. July 21
6. December 3
7. March 8
8. October 3
9. April 23
10. November 20
11. June 28
12. May 31
13. January 12
14. October 30
15. August 23
16. December 17
17. February 15
18. July 18
19. November 30
20. December 29

Drill 12. - Expansion

Give these model sentences and have the class repeat. Ordinal numbers are to be used throught the drill.

Example: T: May May 5
S: The meeting is in May. It's on May 5.

1.	September	September 6
2.	January	January 15
3.	December	December 31
4.	August	August 20
5.	February	February 17
6.	May	May 23
7.	June	June 1
8.	October	October 8
9.	March	March 18
10.	April	April 2
11.	July	July 15
12.	April	April 10
13.	August	August 31
14.	November	November 22
15.	February	February 12
16.	May	May 25
17.	December	December 31
18.	August	August 19
19.	March	March 30
20.	September	September 24

Drill 13. - Transformation

The student hears a short statement; he asks a question for which the statement is the answer. For questions with Who he uses the full form Who is ....

Examples: T: That's Ali.
S: Who is that?

T: That's Ali's book.
S: Whose book is that?

1. That's Hassan.
2. That's Hassan's book.
3. That's Jasim.
4. That's Jasim's desk.
5. That's George.
6. That's George's pen.
7. That's Laila.
8. That's Laila's bag.
9. That's Omar.
10. That's Omar's chair.
11. That's Mary's watch.
12. That's Hamad's office.
13. That's John's car.
14. That's Abbas.
15. That's Salma.
16. That's Aziz's room.
17. That's Ibrahim.
18. That's Suad's table.
19. That's Salma.
20. That's Frank's office.

Drill 14. - Substitution

a. The student hears two words; he uses them in the blank spaces to complete this sentence:

He's neither my .... nor my ....

Example: T: father uncle
S: He's neither my father nor my uncle.

1.	father	uncle	6.	brother	secretary
2.	brother	friend	7.	clerk	student
3.	uncle	teacher	8.	neighbor	friend
4.	father	grandfather	9.	uncle	brother
5.	relative	friend	10.	cousin	friend

b. The student follows the directions of a., but completes this sentence:

It's neither her .... nor her ....

1.	pen	pencil	6.	room	office
2.	book	notebook	7.	car	airplane
3.	chair	table	8.	watch	book
4.	apple	orange	9.	answer	exam
5.	bag	umbrella	10.	desk	table

Drill 15. - Review

a. Dialog

1. Student listens to conversation.
2. Student listens and repeats words of each speaker.

b. Pronunciation

1. Student listens and repeats words with u sound.
2. Student listens and repeats words with ə sound.
3. Student listens and repeats minimal pairs.
4. Student listens and repeats sentences contrasting the two sounds.

Drill 16. - Substitution

Examples: T: January one
S: January is the first month of the year.

T: Monday two
S: Monday is the second day of the week.

1.	June	six	4.	Sunday	one
2.	September	nine	5.	Saturday	seven
3.	December	twelve	6.	Thursday	five

7.	August	eight
8.	January	one
9.	Wednesday	four
10.	Friday	six
11.	Monday	two
12.	February	two
13.	Tuesday	three
14.	October	ten
15.	March	three
16.	April	four
17.	July	seven
18.	Monday	two
19.	May	five
20.	November	eleven

Drill 17. - Chain

The student hears a statement about today; he makes a statement about tomorrow, as in the example. Then, when he hears the correct statement, he repeats. Ordinal numbers are to be used in the drill.

Example: T: Today is Saturday, May 6.
S: Tomorrow is Sunday, May 7.

1. Today is Monday, January 3.
2. Today is Wednesday, June 16.
3. Today is Saturday, July 23.
4. Today is Tuesday, August 15.
5. Today is Friday, December 30.
6. Today is Thursday, February 4.
7. Today is Sunday, March 20.
8. Today is Tuesday, August 27.
9. Today is Saturday, May 19.
10. Today is Thursday, April 21.
11. Today is Friday, December 11.
12. Today is Monday, September 25.
13. Today is Friday, October 31.
14. Today is Wednesday, November 6.
15. Today is Sunday, July 28.
16. Today is Tuesday, May 16.
17. Today is Thursday, June 17.
18. Today is Wednesday, March 31.
19. Today is Friday, August 22.
20. Today is Saturday, July 20.

Drill 18. - Question - Answer

1. What's today?
2. What's the date today?
3. Are you married?
4. How is your family?
5. What time is it?
6. Where are you going?
7. What color is your book?
8. Do you have a large family?
9. Are you a teacher or a clerk?
10. Am I a teacher or a student?
11. How many friends do you have?
12. Are you from Bahrain?
13. Is today a holiday?
14. How many days are there in a week?
15. How many months are there in a year?
16. Whose book is this?

LESSON THIRTEEN

I DIALOG

The Weather (i)

Good morning, ...	Good morning, ...
It's very hot today, isn't it?	Yes, it is. This is August. It's always hot and humid in August.
How is the weather in the winter?	It's cool and nice in the winter. How is the weather in Jordan in the winter?
It's very cold in the winter. In the summer it is warm, but dry.	

II PRONUNCIATION

Drill 12. - ə vs. aa

luck	lock
cup	cop
duck	dock
hut	hot
cut	cot
suck	sock
some	psalm

a. Give each word of the first column; the class listens.
b. Give each word of the first column; the class repeats.
c. Follow the same procedure with the second column.
d. Give each minimal pair; the class repeats.
e. For contrast point out: that for ə the tongue position is mid-central, but for aa low central; that the muscles are tense for stressed ə, but relaxed for aa; that the tongue is farther back for aa than for ə.
f. Give the minimal pairs again; the class repeats.
g. Give the following sentences contrasting ə and aa. The class repeats.

1. The cop had a cup of coffee.
2. They sang some psalms in church.
3. It's not hot in this hut.
4. Can you see any ducks on the dock?
5. I'm not hungry. I just had lunch.

III VOCABULARY

1. weather
2. hot
3. cold
4. warm
5. cool
6. wet
7. dry
8. rainy
9. sunny

10. cloudy
11. windy
12. clear
13. dusty
14. humid
15. freezing
16. always
17. never
18. season
19. spring
20. summer
21. autumn (fall)
22. winter
23. floor
24. ceiling
25. picture
26. chalk
27. calendar
28. ruler
29. piece
30. air cooler
31. thermometer
32. money
33. by
34. in front of
35. behind
36. certainly

IV DRILLS

Drill 1. - Repetition

Announce to the class that we are going to talk about the weather.

a. Give each of the following twice and have the class repeat after you:

the weather

1. hot
2. cold
3. warm
4. cool
5. wet
6. dry
7. rainy
8. sunny
9. cloudy
10. windy
11. dusty
12. humid
13. freezing
14. always
15. never

b. Give one of the adjectives in the above list; the class uses it in the blank space to complete this sentence:

It's .... today.

Drill 2.– Question - Answer

Give this question three times and have the class repeat:

How's the weather today?

Direct one student to ask this question. Give another student a word or words; he uses the word or words to answer the question, as in the example, beginning his sentence with: It's .... After the first student has asked the question four or five times, select another student to do this, and continue in this way through the drill.

Example: S_1: How's the weather today?
T: hot and dusty
S_2: It's hot and dusty.

1. hot
2. hot and dusty
3. hot and dry
4. hot and humid
5. warm
6. windy and warm
7. warm and humid
8. humid and hot
9. cool and nice
10. clear and warm

11. cold and wet
12. cold and cloudy
13. cold and sunny
14. cool and windy
15. very cold
16. windy and rainy
17. cold and windy
18. cold and rainy
19. freezing
20. very dusty
21. windy
22. very humid
23. sunny and clear
24. fine
25. beautiful
26. cold and dry
27. dusty and windy
28. rainy
29. wonderful
30. sunny and dry

Drill 3. - Addition

Give a statement; S_1 repeats the statement and adds a tail question. S_2 gives a short negative answer, as this is required by the facts, and then makes a statement, as in the example.

Example: T: It's always hot here in January,
S_1: It's always hot here in January, isn't it?
S_2: No, it isn't. It's never hot here in January.

Call the students' attention to the position of always and never in the above sentences. In the drill they should come after the contracted form of the verb is.

1. It's always cold here in June,
2. It's always dusty here in February,
3. It's always cool here in July,
4. It's always humid here in October,
5. It's always rainy here in June,
6. It's always freezing here in August,
7. It's always cloudy here in May,
8. It's always wet here in July,
9. It's always dry here in December,
10. It's always humid here in February,
11. It's always windy here in August,
12. It's always warm here in January,
13. It's always cold and windy here in June,
14. It's always windy and warm here in February,
15. It's always very cold here in September,

Drill 4. - Repetition

Give the following question and answer three times and have the class repeat:

How many seasons are there in a year?
There are four seasons in a year.

Then ask the following question three times and have the class repeat:

What are the names of the seasons of the year?

On the board write the names of the seasons, following the order in which they occur. Then make this statement, giving the names of the seasons; the class listens:

The names of the seasons of the year are:

spring
summer
autumn (fall)
winter

Give the name of each season several times and have the class repeat.

Then give these statements about the four seasons, and have individual students repeat each statement.

Spring is the first season of the year.

Summer is the second season of the year.

Autumn is the third season of the year.

Winter is the fourth season of the year.

Drill 5. - Question - Answer

On the board write the names of the seasons of the year, following the order in which they occur.

Ask a question; an individual student answers. Then give the correct answer and have the whole class repeat. All answers should be complete.

1. How many seasons are there in a year?
2. What is the first season?
3. What is the second season?
4. What is the third season?
5. What is the fourth season?
6. Is Spring the fourth season?
7. Is summer the second season?
8. Is fall the first season?
9. Is winter the third season?
10. Is spring the first season?
11. Is winter the fourth season?
12. Is it hot in spring?
13. How is the weather in summer?
14. How is the weather in winter?
15. How is the weather in fall?
16. Is spring before summer?
17. Is winter after spring?
18. Is summer after fall?
19. Is winter before spring?
20. Is December in winter?

Drill 6. - Repetition

a. Give each word twice; the class repeats.

1. floor
2. ceiling
3. picture
4. clock
5. chalk
6. calendar
7. ruler
8. piece of chalk
9. fan
10. air cooler
11. thermometer
12. money

b. Point to an object named above and ask, What's that? An individual student answers, That's .... Then give the correct answer and have all the class repeat.

Drill 7. - Addition

Give a statement; a student repeats the statement, adds a tail question, and gives the short answer.

Examples: T: The light is on the ceiling,
S: The light is on the ceiling, isn't it?
Yes, it is.

T: The watches aren't on the floor,
S: The watches aren't on the floor, are they?
No, they aren't.

1. The chair is on the floor,
2. The fan is on the ceiling,
3. The thermometer is on the wall,
4. The calendars aren't on the window,
5. The clock is on the wall,
6. The rulers are in the desk,
7. The pieces of chalk are on the table,
8. The money is in the desk,
9. The chalk isn't in the desk,
10. The chalk is near the board,
11. The lights aren't on the chair,
12. The picture is on the calendar,
13. The air cooler isn't near the door,
14. The money is in the bag,
15. The pictures aren't on the board,
16. The bags are near the air cooler,
17. The table is on the floor,
18. The ink is near the book,
19. The fans aren't on the table,
20. The books are on the floor,

Drill 8. - Substitution

Give each of the following three times and have the class repeat; then demonstrate the meanings with examples.

by in front of behind

a. Each student in the class completes this statement, using in the blank space the name of the student he is sitting by:

I am by ....

b. Each student in the class completes this statement, using in the blank space the name of the student he is sitting in front of:

I am in front of ....

c. Each student in the class completes this statement, using in the blank space the name of the student he is sitting behind:

I am behind ....

Drill 9. - Question - Answer

Give a word; S_1 uses it in the blank space to complete this question:

Is the .... behind the door?

S_2 uses the same word in the blank space to complete this answer:

No, the .... is in front of the door.

Example: T: table
S_1: Is the table behind the door?
S_2: No, the table is in front of the door.

1. picture
2. boy
3. calendar
4. girl
5. bag
6. ruler
7. man
8. book
9. woman
10. chair
11. clock
12. umbrella
13. secretary
14. teacher
15. neighbor
16. engine
17. desk
18. animal
19. notebook
20. light

Drill 10. - Question - Answer

Give a word or an expression; S_1 uses the word or expression in the blank space to complete this question:

Are there any .... by the table?

S_2 uses the same word or expression to complete this answer:

No, there are some .... on the table.

Example: T: bags
S_1: Are there any bags by the table?
S_2: No, there are some bags on the table.

Direct the class to place the stress on BY and ON.

1. pictures
2. red apples
3. calendars
4. rulers
5. thermometers
6. yellow pencils
7. pieces of chalk
8. oranges
9. gold pens
10. clocks
11. brown bags
12. watches
13. umbrellas
14. old exams
15. notebooks
16. new fans
17. green lights
18. old books
19. cheap pens
20. beautiful pictures

Drill 11. - Writing

(No Material)

Drill 12. - Transformation

Give a statement using either ... or; the class replies with a statement using neither ... nor, as in the example.

Example: T: It's either in the book or in the notebook.
S: It's neither in the book nor in the notebook.

1. It's either in the office or in the room.
2. It's either on the wall or on the ceiling.
3. It's either in the book or in the notebook.
4. It's either behind the desk or behind the table.
5. It's either by the door or by the chair.
6. It's either in front of the picture or in front of the calendar.
7. It's either on the wall or on the board.
8. It's either on the floor or on the chair.
9. It's either behind the fan or behind the air cooler.
10. It's either in front of the car or in front of the airplane.
11. It's either on the table or under the table.
12. It's either behind the desk or in front of the desk.
13. It's either by the desk or on the desk.
14. It's either in front of the door or behind the door.
15. It's either in the car or near the car.
16. It's either in the picture or on the board.
17. They're either behind the desk or in front of the board.
18. They're either on the table or behind the desk.
19. They're either near the door or under the thermometer.
20. He's either in front of the office or in the car.

Drill 13. - Transformation

For this drill divide the class into two groups.
Give a statement. Group A repeats the statement. Group B then asks the question for which the statement is the answer. Then give the correct question and have Group B repeat. Change the roles of the two groups in the middle of the drill.

Example:

Teacher	Group A	Group B
They're clocks.	They're clocks.	What are they?
They're Ali's clocks.	They're Ali's clocks.	Whose clocks are they?
There are 20 clocks.	There are 20 clocks.	How many clocks are there?

1. They're calendars.
   They're Suad's calendars.
   There are 36 calendars.

2. They're pictures.
   They're Jasim's pictures.
   There are 56 pictures.

3. They're rulers.
   They're Fred's rulers.
   There are 15 rulers.

4. They're fans.
   They're Aziz's fans.
   There are 50 fans.

5. They're bags.
   They're Laila's bags.
   There are 13 bags.

6. They're desks.
   They're Salim's desks.
   There are 36 desks.

7. They're exams.
   They're Hassan's exams.
   There are 5 exams.

8. They're air coolers.
   They're Ahmad's air coolers.
   There are 18 air coolers.

9. They're pieces of chalk.
   They're Tom's pieces of chalk.
   There are 66 pieces of chalk.

10. They're thermometers.
    They're John's thermometers.
    There are 8 thermometers.

Drill 14. - Addition

The student hears a statement; he repeats the statement, adds a tail question, and gives the short answer.

Examples: T: It's cold in the winter,
S: It's cold in the winter, isn't it? Yes, it is.

T: It's not hot in the fall,
S: It's not hot in the fall, is it? No, it isn't.

1. It's cold in the winter,
2. It's not warm in the winter,
3. It's not cold in the summer,
4. It's hot and humid in the summer,
5. It's not cold and windy in the spring,
6. It's sunny in the fall,
7. It's fine and warm in the spring,
8. It's cool in the fall,
9. It's not hot and humid in the winter,
10. It's cloudy and cold in the winter,
11. It's rainy and windy in the winter,
12. It's cold in the fall,
13. It's hot and dusty in the summer,
14. It's not freezing in the spring,
15. It's cold and dry in the winter,
16. It's not very hot in the spring,
17. It's wonderful in the spring,
18. It's sunny and dry in the spring,

Drill 15. - Agreement

When S_1 hears an expression, he uses it in the blank space to complete this question:

Isn't there .... in this room?

S_2 uses the same expression in the blank space to complete this answer, using certainly to strengthen the affirmation:

Certainly there's ...... in this room.

a calendar
a picture
a fan
a clock
an air cooler
a light
a floor
a thermometer
a window
a table
a door
a pencil
a piece of chalk
a ruler
a chair
a desk
a notebook
a pen

Drill 16. - Question - Answer

When S_1 hears a word, he uses it to complete this sentence:

The .... aren't behind the teacher, are they?

S_2 gives a short answer and then makes a statement, using the word already given:

No, they aren't. The .... are in front of the teacher.

books
pictures
pens
students
clocks
pencils
calendars
desks
fans
boys
tables
rulers
chairs
bags
lights
umbrellas
men
notebooks
secretaries
pieces of chalk

Drill 17. - Review

a. Dialog

1. Student listens and repeats words of each speaker.
2. Student listens to words of one speaker and gives the reply made by the other speaker.

b. Pronunciation

1. Student listens and repeats words with ə sound.
2. Student listens and repeats words with aa sound.
3. Student listens and repeats minimal pairs.
4. Student listens and repeats sentences contrasting the two sounds.

Drill 18. - Repetition

a. In this drill the student practices the use of the question word WHERE to ask about the place or location of something or someone.

He listens and repeats these examples:

Where is the book? It's on the table.
Where are the students? They're in the room.

1.	Where is the bag?	It's under the table.
2.	Where are the students?	They're in the room.
3.	Where are the books?	They're on the desk.
4.	Where is the board?	It's behind the teacher.
5.	Where are the pictures?	They're on the wall.
6.	Where is the table?	It's near the door.
7.	Where is the fan?	It's on the table.
8.	Where is Ali?	He's by Ahmad.
9.	Where are the rulers?	They're near the books.
10.	Where is the car?	It's in front of the office.
11.	Where is the teacher?	He's in the room.
12.	Where are the calendars?	They're near the pictures.
13.	Where is the clock?	It's on the wall.
14.	Where is the girl?	She's behind the door.
15.	Where are the chairs?	They're in front of the teacher.

b. In this part of the drill the student hears a word; he uses it in the blank space to complete the question:

Where is/are the ....?

1. desk
2. watches
3. bag
4. air coolers
5. students
6. thermometer
7. pictures
8. umbrellas
9. calendar
10. fan
11. teacher
12. girl
13. man
14. classes
15. exam
16. women
17. airplane
18. offices
19. clock
20. boys

LESSON FOURTEEN

I DIALOG

The Weather (ii)

Hello, Ali. How are you?

I'm tired and I have a headache.

Everybody is tired today.
George has a headache too.
What's the matter?

I don't know. Maybe it's the weather.

Is it always hot and dusty in the summer?

Not always, but we have some days when it's worse than this.

Well, you have an air cooler in your room, don't you?

Yes, I do. As long as it's not humid, I can get along.

Do you have any cloudy or rainy days in the summer?

No, we don't. It's always either sunny or dusty.

Well, cheer up. Tomorrow we have a holiday.

You have a holiday. I have an exam.

II PRONUNCIATION

Drill 13. - ay

I	bite	die
idle	like	tie
ire	ride	by
ice	side	guy
I've	dime	dry
eyes	Mike	try
Ike	fine	sigh

a. Give the words of the first column; class listens.
b. Give the words of the first column; class repeats.
c. Follow the same procedure for the second and third columns.
d. Demonstrate and (with the help of a facial diagram) show that during the pronunciation of this diphthong the muscles are relaxed. The tongue begins in the position for aa (that is, low central), then it moves to the position for i.
e. Give the words of the three columns again; class repeats.
f. Give the following sentences; the class repeats.

1. He likes to buy some ice.
2. My eyes were on the side of the road.
3. I'd like to try again.
4. Mike felt fine after the ride.
5. He tried to dry his tie.

III VOCABULARY

1. headache
2. everybody
3. matter
4. know
5. maybe
6. worse
7. than
8. as long as
9. get along
10. cheer up
11. tall
12. short
13. fat
14. thin
15. strong
16. weak
17. sick
18. healthy
19. young
20. old
21. handsome
22. ugly
23. so (adv.)
24. all
25. better
26. more
27. has

IV DRILLS

Drill 1. - Repetition

Give each word twice; the class repeats.

1. tall
2. short
3. fat
4. thin
5. strong
6. weak
7. sick
8. healthy
9. young
10. old
11. handsome (for men, boys)
    beautiful (for women, girls)
12. ugly

Drill 2. - Combination

Give two statements; the class combines them to make one statement, as in the example. Then give the correct sentence and have the class repeat.

Example: Teacher: Ali is a man. He's tall.
Class: Ali is a tall man.

1. Samira is a girl. She's beautiful.
2. Ahmad is a boy. He's fat.
3. Frank is a man. He's handsome.
4. Salma is a woman. She's strong.
5. Faisal is a boy. He's young.
6. Fred is a teacher. He's strict.
7. George is a student. He's young.
8. Abdulla is a man. He's healthy.
9. Fatima is a woman. She's old.
10. John is a secretary. He's young.
11. Jasim is a man. He's strong.
12. Hassan is a boy. He's weak.
13. Linda is a secretary. She's beautiful.
14. Muhammad is a teacher. He's tall.
15. Abbas is a boy. He's handsome.
16. Aziz is a student. He's short.
17. Samir is a clerk. He's ugly.
18. Edward is a man. He's weak.
19. Mary is a girl. She's sick.
20. Peter is a student. He's old.

Drill 3. - Addition

Give the following sentences; the class repeats.

This book is red. So is that book.

Demonstrate by examples the use of so in the above sentence. One person says something about the book he has: This book is red. Another person wants to say the same thing about another book, he says: So is that book. Point out that so comes at the beginning of the sentence and is followed by the verb.

a. For the first part of the drill divide the class into two groups. Give a statement; Group A repeats. Give another statement, using so; Group B repeats.

1.	This book is red.	So is that book.
2.	This watch is expensive.	So is that watch.
3.	This bag is old.	So is that bag.
4.	This exam is important.	So is that exam.
5.	This answer is useless.	So is that answer.
6.	This pencil is cheap.	So is that pencil.
7.	This picture is beautiful.	So is that picture.
8.	This office is small.	So is that office.
9.	This light is green.	So is that light.
10.	This chair is heavy.	So is that chair.

Reverse the roles of the two groups and do this part of the drill again.

b. For this part of the drill also, the class is divided into two groups. Give a sentence; Group A repeats it. Group B answers as in the example.

Example: Teacher: This man is handsome.
Group A: This man is handsome.
Group B: So is that man.

1. This man is tall.
2. This man is short.
3. This man is fat.
4. This man is thin.
5. This man is strong.
6. This man is weak.
7. This man is sick.
8. This man is healthy.
9. This man is old.
10. This man is young.
11. This man is ugly.
12. This man is handsome.

c. Follow the directions of a., but using the following example. Reverse roles of the two groups.

Example: Teacher: These women are tall.
Group B: These women are tall.
Group A: So are those women.

1. These women are strong.
2. These women are weak.
3. These women are beautiful.
4. These women are ugly.
5. These women are fat.
6. These women are thin.

7. These women are young.
8. These women are old
9. These women are sick.
10. These women are healthy.
11. These women are short.
12. These women are tall.

Drill 4. - Substitution

a. Give these sentences; the class repeats.

1. Ali is tall, but Faisal is short.
2. This man is ugly, but that man is handsome.
3. Fred is strong, but his brother is weak.
4. The clerk is fat, but the secretary is thin.
5. Suad is young, but Samira is old.

b. Give two words; the class uses them in the blank spaces to complete this sentence:

He is ...., but his friend is ....

tall
weak
ugly
sick
fat
old
strong
handsome
short
young
short
strong
handsome
healthy
thin
young
weak
ugly
tall
old

c. Give the words of b. above; the class completes this sentence:

He is ...., but his friends are ....

Drill 5. - Addition

Give a statement; a student answers with a statement in the plural, as in the examples. After each example, indicate by a hand movement the meaning of ALL.

Examples:

Teacher	Class
This clerk is tall.	All these clerks are tall.
That man is fat.	All those men are fat.
This girl is young.	All these girls are young.
That woman is old.	All those women are old.

1. This man is fat.
2. That boy is young.
3. That woman is thin.
4. This secretary is old.
5. That woman is beautiful.
6. This girl is young.
7. This clerk is sick.
8. This exam is important.
9. That clerk is handsome.
10. This watch is cheap.
11. This boy is thin.
12. That airplane is new.
13. This class is wonderful.
14. This woman is healthy.
15. That man is strong.
16. This girl is short.
17. That secretary is tall.
18. That sentence is short.
19. This boy is weak.
20. That car is ugly.

Drill 6. - Addition

For this drill divide the class into two groups. Give a statement; Group A repeats the statement and adds a tail question. Then Group B answers as in the example, stressing very.

Examples: Teacher: He's a tall man,
Group A: He's a tall man, isn't he?
Group B: Yes, he's very tall.

Teacher: She's a beautiful girl,
Group A: She's a beautiful girl, isn't she?
Group B: Yes, she's very beautiful.

1. He's a tall man,
2. She's a beautiful girl,
3. He's a healthy boy,
4. She's an ugly girl,
5. He's an old man,
6. She's a young woman,
7. She's a sick girl,
8. He's a weak boy,
9. He's a fat man,
10. She's a thin girl,
11. She's a good secretary,
12. He's a new clerk,
13. He's a handsome boy,
14. He's a thin man,
15. She's a strong woman,
16. She's a fat girl,
17. He's an important man,
18. She's a short girl,
19. She's an old woman,
20. He's a healthy man,
21. He's a good student,
22. She's a young girl,
23. He's a wonderful man,
24. She's a weak woman,

Drill 7. - Repetition

Inform the class that it is going to practice the comparative of some words.

Hold up two pencils, one shorter than the other. Then as you demonstrate the meaning, give the following sentence and have the class repeat.

This pencil is short, but this pencil is shorter.

Give each of the following pairs twice and have the class repeat:

a.

1.	tall	taller
2.	short	shorter
3.	strong	stronger
4.	weak	weaker
5.	clean	cleaner
6.	small	smaller
7.	cheap	cheaper
8.	new	newer
9.	long	longer
10.	young	younger
11.	old	older
12.	black	blacker
13.	brown	browner
14.	green	greener
15.	gray	grayer
16.	yellow	yellower
17.	warm	warmer
18.	cool	cooler
19.	cold	colder

b.

1.	healthy	healthier
2.	heavy	heavier
3.	ugly	uglier
4.	dry	drier
5.	dusty	dustier
6.	cloudy	cloudier
7.	sunny	sunnier
8.	rainy	rainier
9.	windy	windier
10.	dirty	dirtier

c.	1.	fat	fatter
	2.	thin	thinner
	3.	big	bigger
	4.	red	redder
	5.	hot	hotter
	6.	wet	wetter
d.	1.	nice	nicer
	2.	large	larger
	3.	fine	finer
	4.	blue	bluer
	5.	white	whiter
e.	1.	good	better
	2.	bad	worse

At the end of the drill call the attention of the class to the spelling of the comparative in the different groups, and to the special forms in e. Inform them that correct spelling will be required in their written work.

Drill 8. - Double Substitution

Ask students to substitute for tall and taller the following:

He's tall, but his brother is taller.

1.	short	shorter	13.	healthy	healthier
2.	strong	stronger	14.	heavy	heavier
3.	weak	weaker	15.	ugly	uglier
4.	small	smaller	16.	dirty	dirtier
5.	young	younger	17.	fat	fatter
6.	old	older	18.	thin	thinner
7.	clean	cleaner	19.	big	bigger
8.	cold	colder	20.	hot	hotter
9.	warm	warmer	21.	nice	nicer
10.	cool	cooler	22.	large	larger
11.	tall	taller	23.	good	better
12.	fine	finer	24.	bad	worse

Drill 9. - Substitution

Hold up two pencils, one shorter than the other. Then as you demonstrate the meaning, give the following sentence, and have the class repeat.

> That pencil is short, but this pencil is shorter
> than that pencil.

Call the attention of the students to the word than after the comparative. Warn them that they should not use from.

a. Give a word; the class uses it in the blank space to complete this sentence:

Ali is .... than Hassan.

1. taller
2. stronger
3. smaller
4. younger
5. stricter
6. fatter
7. bigger
8. healthier
9. heavier
10. dirtier
11. better
12. shorter
13. weaker
14. thinner
15. uglier
16. worse
17. older
18. colder

b. Ask students to substitute for pen and pencil the following:

The pen is better than the pencil.

1.	pen	pencil	11.	watch	clock
2.	answer	example	12.	airplane	car
3.	office	room	13.	window	door
4.	brother	sister	14.	fan	air cooler
5.	uncle	aunt	15.	apple	orange
6.	summer	winter	16.	boy	girl
7.	spring	fall	17.	woman	man
8.	morning	afternoon	18.	secretary	clerk
9.	evening	night	19.	floor	ceiling
10.	desk	table	20.	chair	desk

Drill 10. - Addition

a. Point out that the comparative of some words is formed by using more with the words.

Give each of the following pairs twice and have the class repeat.

1.	beautiful	more beautiful	6.	wonderful	more wonderful
2.	expensive	more expensive	7.	handsome	more handsome
3.	useful	more useful	8.	humid	more humid
4.	necessary	more necessary	9.	freezing	more freezing
5.	important	more important	10.	useless	more useless

b. Give a sentence; the class answers, using the comparative, as in the example.

Example: T: My watch is expensive.
C: His watch is more expensive.

1. My car is beautiful.
2. My engine is useful.
3. My chair is useless.
4. My answer is important.
5. My brother is handsome.
6. My friend is wonderful.
7. My city is humid.
8. My mother is beautiful.
9. My book is important.
10. My airplane is expensive.
11. My umbrella is useful.
12. My office is important.
13. My example is necessary.
14. My cousin is handsome.

Drill 11. - Writing

(No Material)

Drill 12. - Repetition

Holding up a book and making the proper hand gestures, say:

Look! This is my book.
I have a book.

Then, say several times and have individual students repeat:

I have a book.

Next, point to a student, and using the proper gestures, say:

Look! That is his book.
He has a book.

Then, say several times and have individual students repeat:

He has a book.

a. For the first part of the drill, give an expression; the class uses it in the blank spaces to complete the following sentence:

I have ...., and he has .... too.

1. a book
2. a watch
3. a clock
4. a calendar
5. a ruler
6. a table
7. a good friend
8. some money
9. a car
10. a pencil
11. an office
12. a young brother
13. a beautiful car
14. an exam
15. some bags
16. a meeting
17. some apples
18. an umbrella
19. a red pencil
20. a gold pen

b. Follow the directions of a., using this sentence:

You have ...., and he has ...... too.

Use the same expressions given in a.

Drill 13. - Substitution

a. Give an expression; the class uses it in the blank space to complete this sentence:

We have ....

1. a new book
2. a large office
3. an old engine
4. a beautiful calendar
5. a young friend
6. long summers
7. wet winters
8. some new pens
9. wonderful books
10. an old clock
11. a beautiful picture
12. a silver airplane
13. useless fans
14. handsome brothers
15. fine weather
16. some chalk
17. a sunny spring
18. a cool fall
19. a thermometer
20. some green apples

b. Follow the instructions of a. and use the same expressions, but to complete this sentence:

They have ....

c. Give these two sentences and have the class repeat:

That room is large. It has fifteen desks.

Give an expression; the class uses it to speak about the room and complete this sentence:

It has ....

Then give the correct sentence and have the class repeat.

1. two boards
2. a floor
3. two doors
4. four walls
5. six windows
6. two clocks
7. a ceiling
8. four fans
9. twenty chairs
10. three calendars
11. an air cooler
12. six lights
13. ten pictures
14. three tables
15. two long rulers
16. twenty pieces of chalk
17. three teachers
18. eighteen students
19. one thermometer
20. fifty books

Drill 14. - Substitution

Before beginning the drill, the attention of the student is called to the fact that

Who + is = Who's

He is warned that Who's is not to be confused with the similar sounding Whose.

In the drill, when S_1 hears a word, he uses it in the blank space to complete this question:

Who's that ....man?

When S_2 hears a name, he answers using the word already given and the name in the blank spaces to complete this sentence:

That .... man is ....

Example: T: tall
S_1: Who's that tall man?
T: Ali
S_2: That tall man is Ali.

1.	short	Sami	11.	healthy	Tom
2.	old	Faisal	12.	tall	Ibrahim
3.	young	John	13.	handsome	Peter
4.	handsome	Aziz	14.	strong	Abdulla
5.	ugly	George	15.	young	Muhammad
6.	weak	Fred	16.	important	Abbas
7.	strong	Hassan	17.	thin	Frank
8.	fat	Mike	18.	strict	Jim
9.	thin	Salim	19.	old	Hussein
10.	sick	Ahmad	20.	short	Mahmoud

Drill 15. - Addition

Give a statement; a student answers as in the examples. After each example, indicate by a hand movement the meaning of EVERYBODY.

Examples:

Teacher	Class
I'm tired.	Everybody is tired.
He's tall.	Everybody is tall.
They're sick.	Everybody is sick.

1. I'm strong.
2. She's beautiful.
3. He's handsome.
4. You're tall.
5. They're healthy.
6. She's tired.
7. He's thin.
8. We're fat.
9. They're ugly.
10. You're wonderful.
11. She's short.
12. He's weak.
13. I'm single.
14. I'm healthy.
15. She's married.
16. He's important.
17. They're young.
18. I'm hot.
19. You're sick.
20. She's strong.
21. He's fine.
22. They're cold.
23. I'm useful.
24. He's necessary.

Drill 16. - Addition

The student hears a statement; he answers as in the examples.

Examples: T: This man is a clerk.
S: So are these men. They are clerks too.

T: That woman is strong.
S: So are those women. They are strong too.

1. This man is a teacher.
2. This man is tall.
3. That boy is weak.
4. That girl is beautiful.
5. That woman is a secretary.
6. This man is a neighbor.
7. This boy is healthy.
8. This woman is tall.
9. That man is a teacher.
10. That woman is a relative.
11. That boy is handsome.
12. This girl is sick.
13. This man is a friend.
14. That girl is ugly.
15. This man is fat.
16. This woman is thin.
17. This girl is a student.
18. That boy is short.
19. That man is an uncle.
20. That girl is strong.

Drill 17. - Review

a. Pronunciation

1. The student listens and repeats the words of each column.
2. The student listens and repeats the sentences.

b. Dialog

1. The student listens to the dialog.
2. The student listens to words of each speaker and repeats.

Drill 18. - Addition

Examples: T: Ali is tall.
S: Yes, he is taller than his brother.

T: Suad is thin.
S: Yes, she is thinner than her sister.

1. Sami is young.
2. John is old.
3. Hussein is strong.
4. Ali is healthy.
5. Fred is short.
6. Laila is weak.
7. Mary is small.
8. Ruth is sick.
9. Samira is good.
10. Linda is tall.
11. Tom is bad.
12. Nancy is beautiful.
13. Fred is handsome.
14. Hassan is fat.
15. Abdulla is old.
16. George is strict.
17. Fatima is wonderful.
18. Salma is important.
19. Frank is ugly.
20. Faisal is big.

LESSON FIFTEEN

I DIALOG

Review dialog in Lesson Fourteen.

a. Divide the class into two groups and have them do the dialog.
b. Take the part of one speaker and do the dialog with individual students.
c. Have individual students do the dialog themselves.

II PRONUNCIATION

Drill 14. - aw

out
owl
ounce
oust
outlet
owlet

house
blouse
brown
sound
found
down

cow
how
now
brow
saw
vow

a. Give the words of the first column; class listens.
b. Give the words of the first column; class repeats.
c. Follow the same procedure with the words of the other two columns.
d. Demonstrate and (with the help of a facial diagram) show that the tongue rises from a low central position to a high back position. The lip shape changes from unrounded to rounded.
e. Give the words of each column again; class repeats.
f. Give the following sentences; class repeats.

1. He bought a pound of round steak.
2. The brown house is now finished.
3. She went out in her brown blouse.
4. The owl looked at the cow and the sow.
5. Which is heavier, a pound or an ounce?

III VOCABULARY

1. either
2. does
3. other
4. the other
5. others
6. the others

IV DRILLS

Drill 1. - Comparative

Give a phrase; S_1 uses it with a or an as needed to complete this sentence:

She has a/an ....

S_2 answers, using the comparative, to complete this sentence:

Her sister has a/an ....

Example: T: good book
S_1: She has a good book.
S_2: Her sister has a better book.

Reverse the roles of the two groups in the middle of the drill.

1. big office
2. fine pen
3. new bag
4. tall friend
5. old desk
6. small room
7. cheap car
8. good teacher
9. fat student
10. strong fan
11. young neighbor
12. dirty floor
13. old chair
14. expensive watch
15. good thermometer
16. ugly secretary
17. bad picture
18. beautiful calendar
19. important book
20. young friend
21. handsome clerk
22. large engine
23. wonderful book
24. clean desk
25. big bag
26. long ruler
27. bad headache

Drill 2. - Substitution

Point out to the class that to ask a question with have or has we use the helping words do or does, as in the following examples. Give the examples, first writing them on the board to show how the change is made from statement to question, and then have the class repeat.

Examples:

I have a desk.
Do I have a desk?
You have a desk.
Do you have a desk?
We have a desk.
Do we have a desk?
They have a desk.
Do they have a desk?

He has a desk.
Does he have a desk?
She has a desk.
Does she have a desk?
It has a desk.
Does it have a desk?

a. Give a word; the class uses it with a or an as needed to complete this question:

1. desk
2. bag
3. calendar
4. clock
5. ruler
6. fan
7. orange
8. engine
9. car
10. answer
11. chair
12. umbrella
13. table
14. friend
15. light
16. office
17. airplane
18. picture
19. piece of chalk
20. apple
21. thermometer

b. Follow directions of a. above, using items 1-10 for this question:

Do you have a/an ....?

c. Follow directions of a. above, using items 11-21 for this question:

Do we have a/an ....?

d. Follow directions of a. above, using items 1-10 for this question:

Do they have a/an ....?

Drill 3. - Substitution

a. Give a phrase; the class uses it with a or an as needed to complete this question:

Does he have a/an ....?

1. fat sister
2. tall brother
3. thin friend
4. new car
5. old engine
6. short pencil
7. strong father
8. handsome cousin
9. beautiful aunt
10. weak relative
11. ugly friend
12. good secretary
13. bad example
14. expensive picture
15. old calendar
16. orange umbrella
17. red light
18. green apple
19. white table
20. gold pen
21. new thermometer

b. Follow the directions of a. above, using the same expressions to complete this question:

Does she have a/an ....?

c. For this part of the drill explain to the class that they will ask questions about a large room. Give an expression; the class uses it to complete this question:

Does it have ....?

1. four fans
2. three calendars
3. twenty chairs
4. six windows
5. two doors
6. a strong ceiling
7. a new floor
8. clean walls
9. two clocks
10. three boards
11. an air cooler
12. ten lights
13. seven pictures
14. three tables
15. two long rulers
16. twenty pieces of chalk
17. fifty books
18. seventy notebooks
19. five desks
20. twenty-five students

Drill 4. - Transformation

Give a statement; a student changes it to a simple question.

Examples: T: I have a new book.
S: Do I have a new book?

T: The secretary has a car.
S: Does the secretary have a car?

1. They have pens.
2. I have a silver pencil.
3. He has an expensive watch.
4. She has a black bag.
5. We have four classes today.
6. The room has four walls.
7. This teacher has a big chair.
8. I have an air cooler.
9. You have a good picture.
10. It has a clean floor.
11. Ali has a meeting at one o'clock.
12. We have a strict teacher.
13. She has a headache.
14. This girl has four sisters.
15. You have 16 pens.
16. It has sunny weather.
17. That boy has a beautiful watch.
18. They have good friends.
19. The room has a board.
20. We have a new office.

Drill 5. - Variable Substitution

Begin the drill by going through the examples and recalling the procedure already explained in Lesson Six. Recall also the meaning of the commands presented there.

Start with the base sentence: I have a meeting at nine o'clock. As you give a new expression or a command, the class makes a new sentence, each time working from the last sentence made. Then give the correct sentence and have the class repeat.

Examples: Base sentence: I have a meeting at nine o'clock.

Teacher	Class
he	He has a meeting at nine o'clock.
question	Does he have a meeting at nine o'clock?
they	Do they have a meeting at nine o'clock?

Start the drill with the base sentence:

I have a meeting at nine o'clock.

1. he
2. question
3. they
4. I
5. statement
6. ten o'clock
7. we
8. question
9. the woman
10. the teachers
11. one o'clock
12. statement
13. you
14. question
15. we
16. I

Drill 6. - Substitution

Before the drill, call the attention of the class to the following:

> To change a statement with have or has to the negative, we use do or does, as in questions, + not + have.

do + not = don't
does + not = doesn't

Give the following examples and have the class repeat:

I don't have a book.
You don't have a book.
We don't have a book.
They don't have a book.

He doesn't have a desk.
She doesn't have a desk.
It doesn't have a desk.

a. Give a word; the class uses it, with a or an as needed, in the blank space to complete the sentence:

I don't have .... today.

1. notebook
2. ruler
3. watch
4. calendar
5. apple
6. orange
7. car
8. piece of chalk
9. pen
10. pencil
11. umbrella
12. chair
13. exam
14. bag
15. picture
16. fan
17. desk
18. book
19. table
20. example
21. thermometer

b. Follow the instructions of a. above, using the same words but for this sentence:

We don't have .... today.

Drill 7. - Transformation

Ask a question; a student gives a negative answer, as in the example.

Example: T: Does Ali have a book?
S: No, Ali doesn't have a book.

For the questions use, in place of book, the words of Drill 6 a. above.

Drill 8. - Addition

a. Draw the attention of the class to the fact that in the following drill either is used at the end of a negative sentence. Give the following pairs of sentences. Have the class repeat and ask it to compare the sentences.

She has a book. They have a book too.

She doesn't have a book. They don't have a book either.

Give a word or a phrase; S_1 uses it to complete this sentence:

She doesn't have ....

S_2 uses the same expression in the blank space to complete this sentence:

They don't have .... either.

1. a new calendar
2. a bigger bag
3. a larger office
4. a younger brother
5. a cleaner pen
6. a shorter pencil
7. a stronger light
8. a piece of chalk
9. better apples
10. any money
11. any chalk
12. blacker pencils

b. Follow the instructions of a. above, using the same expressions, but for these sentences. Reverse roles of the two students.

S_2: He doesn't have ....
S_1: You don't have ....

Drill 9. - Repetition

Call the attention of the class to the following:

For affirmative and negative sentences with have/has, tail questions are formed differently from the tail questions we have used thus far. Recall to the class that in changing a sentence with have/has to a simple question we use:

does/do + subject + have

Point out that in adding tail questions to sentences with have/has we use:

doesn't/don't + pronoun only

a. Give the following examples and have the class repeat:

I have a class, don't I?
You have a class, don't you?
We have a class, don't we?
They have a class, don't they?
He has a class, doesn't he?
She has a class, doesn't she?
It has a floor, doesn't it?

Point out that we use does/do when we add tail questions to negative sentences. Give the following examples and have the class repeat.

I don't have a bag, do I?	He doesn't have a bag, does he?
You don't have a bag, do you?	She doesn't have a bag, does she?
We don't have a bag, do we?	It doesn't have a floor, does it?
They don't have a bag, do they?	

For short answers, we also use do/does or the negative forms doesn't/don't. Give these examples and have the class repeat:

> They have a class, don't they? Yes, they do.
> He doesn't have a class, does he? No, he doesn't.

b. Give a statement; a student repeats the statement, adds a tail question, and gives the short answer. Then give the correct sentences and have the class repeat.

Examples: T: Her brother has a car,
S: Her brother has a car, doesn't he? Yes, he does.

T: They don't have new books,
S: They don't have new books, do they? No, they don't.

1. Her sister has a better bag,
2. We have new books,
3. You have a good watch,
4. I have a big office,
5. This room has four walls,
6. My friend has a long table,
7. His aunt has two sisters,
8. I have a good class,
9. They have short rulers,
10. He has some money,
11. It doesn't have two air coolers,
12. He doesn't have any cousins,
13. We don't have any money,
14. You don't have a thermometer,
15. She doesn't have a green umbrella,
16. Ali doesn't have a big picture,
17. You don't have an exam today,
18. The boys don't have new desks,
19. I don't have a calendar,
20. He doesn't have any chalk,

Drill 10. - Writing

(No Material)

Drill 11. - Question - Answer

Give the following sentences and have the class repeat:

> I have two pens. One pen is here, and the other pen is in my bag.

Point out that in the second sentence, the other (two words) means the remaining one of two. It has this meaning in the following exercise.

Ask a question; the class answers as in the example.

Example: T: Are the two pens here?
S: Yes, I have one pen, and he has the other pen.

For the questions use the following words in place of pens.

1. books
2. pencils
3. rulers
4. bags
5. oranges
6. apples
7. watches
8. engines
9. exams
10. pictures
11. chairs
12. desks
13. tables
14. calendars
15. clocks
16. umbrellas
17. notebooks
18. fans
19. lights
20. answers

Drill 12. - Substitution

Give the following sentences and have the class repeat:

I have six pens. Two are here, and the other pens are in my bag.

Point out that in the second sentence, the other pens means the rest of the pens or the remaining ones. This is the meaning the expression has in the following exercise.

Give a word; S_1 uses it in the blank space to complete this sentence:

There are some .... here.

S_2 uses the same word to complete this sentence:

The other .... are in the office.

Use the same words given in Drill 11.

Drill 13. - Question - Answer

Point out that we may also use the other (for the remaining one of two) and the others (for the remaining ones of many) without a following noun.

a. Ask a question; a student answers as in the example.

Example: T: Where are the two books?
S: I have one book and he has the other.

For the questions use the following words in place of books.

1. calendars
2. clocks
3. fans
4. pictures
5. desks
6. pieces of chalk
7. chairs
8. tables
9. air coolers
10. rulers
11. oranges
12. watches
13. bags
14. pencils
15. apples
16. pens

b. Follow the directions of a. above. The class answers as in the following example:

Example: T: Where are the calendars?
S: He has some calendars and they have the others.

For the questions, use the words of a. above in place of calendars.

Drill 14. - Addition

The student hears a statement; he replies with another statement, as in the example.

Example: T: Everybody has books.
S: Yes, he has a book and we have books too.

The following words are used in place of books in the statements heard by the student:

1. rulers
2. calendars
3. oranges
4. fans
5. clocks
6. exams
7. pencils
8. bags
9. engines
10. thermometers
11. umbrellas
12. desks
13. air coolers
14. lights
15. watches
16. tables
17. apples
18. pens
19. friends
20. pictures

Drill 15. - Question - Answer

When S_1 hears a word he uses it in the blank space to complete this question:

Do you have a/an .... ?

S_2 uses the same word in the blank spaces to complete this answer:

No, we don't have a/an ......, and he doesn't have a/an .... either.

1. desk
2. picture
3. ruler
4. car
5. table
6. fan
7. engine
8. umbrella
9. chair
10. apple
11. calendar
12. air cooler
13. office
14. bag
15. light
16. orange
17. watch
18. airplane
19. clock
20. class

Drill 16. - Variable Substitution

Base sentence: I have a book.

1. she
2. desk
3. clean
4. we
5. negative
6. the secretary
7. you
8. statement
9. question
10. desks
11. they
12. new
13. statement
14. negative
15. statement
16. he
17. question
18. it
19. statement
20. negative
21. thermometer

Drill 17. - Question - Answer

The student listens and repeats this question:

Who has the other book?

The attention of the student is called to the fact that in a question like this, introduced by who, we generally use has, not have.

a. When S_1 hears a word he uses it to complete this question:

Who has the other .... ?

S_2 answers as follows:

I have the other. It's here.

1. pen
2. calendar
3. picture
4. engine
5. apple
6. umbrella
7. clock
8. ruler
9. bag
10. chair
11. table
12. desk
13. car
14. orange
15. light
16. watch
17. exam
18. pencil
19. notebook
20. answer
21. thermometer

b. For this part of the drill the roles of the two students are reversed. When S_2 hears a word he uses it to complete this question:

Who has the other .... ?

S_1 answers as follows:

I have the others. They're here.

For this part of the drill the plurals of words in a. above are used.

LESSON SIXTEEN

I DIALOG

Hello	Hi.
Where are you going?	I am going to the bank.
You were at the bank yesterday.	Well! I don't have any money.
I am going to the cinema tonight.	What is the film?
Are you going too?	
It's "A Man And A Woman."	Oh, yes. This is a good film.
What about your brother?	
Is he going too?	I don't know. He has an exam tomorrow.
Goodbye. See you later.	Goodbye.

II PRONUNCIATION

Drill 15. - oy

coin
boil
voice
noise
choice
oil
point

boy
toy
joy
employ
coy
Troy
enjoy

a. Give the words of the first column; class listens.
b. Give the words of the first column; class repeats.
c. Follow the same procedure with the words of the second column.
d. Demonstrate and (with the help of a facial diagram) show that the tongue rises and moves forward from a low back position to a high front position.
e. Give the words of each column again; class repeats.
f. Give the following sentences; class repeats.

1. The boy enjoyed the toy.
2. That voice brings him joy.
3. What makes oil boil?
4. Helen of Troy had no other choice.
5. He employed a boy with a deep voice.

III VOCABULARY

1. another
2. all
3. home
4. at home
5. school
6. at school
7. restaurant
8. greenhouse
9. workshop
10. later
11. lab
12. store

13. garage
14. bank
15. cinema
16. hospital
17. swimming pool
18. post office
19. police station
20. department
21. Department of Health
22. Department of Education
23. Department of Petroleum
24. was
25. were
26. yesterday
27. yesterday morning
28. last night
29. last week
30. last Saturday

IV DRILLS

Drill 1. - Repetition

a. Give each of the following two times; the class repeats.

1. at the office
2. at the restaurant
3. at the workshop
4. at the lab
5. at the store
6. at the garage
7. at the greenhouse
8. at the bank
9. at the cinema
10. at the hospital
11. at the swimming pool
12. at the post office
13. at the police station
14. at the Department of Health
15. at the Department of Education
16. at the Department of Petroleum
17. at home
18. at work
19. at school

Call the attention of the class to the fact that with the last three expressions we do not use the.

b. Give one of the above expressions; the class uses it in the blank space to complete the sentence:

My friend is .... today.

Drill 2. - Repetition

Call the attention of the class to the following:

This drill introduces the simple past tense of the verb to be. Up to this point the only forms of to be that have been taught are the simple present forms: am, is, are. The simple past tense of am, is, is was; the simple past tense of are is were.

Give each of the following sentences, first one from the present column, then the corresponding one from the past column; the class repeats.

Present	Past
1. I am here today.	1. I was here yesterday.
2. You are here today.	2. You were here yesterday.
3. He is here today.	3. He was here yesterday.
4. She is here today.	4. She was here yesterday.
5. It is here today.	5. It was here yesterday.
6. We are here today.	6. We were here yesterday.
7. You are here today.	7. You were here yesterday.
8. They are here today.	8. They were here yesterday.

Give the sentences again; have some individual students repeat.

Drill 3. - Substitution

a. Students substitute for at the office the following items:

I was at the office yesterday.

1. at the office
2. at the restaurant
3. at the hospital
4. at the garage
5. at the bank
6. at the cinema
7. at the greenhouse
8. at the lab
9. at the store
10. at the workshop
11. at the Department of Petroleum
12. at the post office
13. at the tennis court
14. at the Department of Education
15. at the swimming pool
16. at the police station
17. at the Department of Health
18. at home
19. at school
20. at work

b. Follow the instructions of a. above, using the same expressions, but for this sentence:

They were .... yesterday.

c. Follow the instructions of a. above, using the same expressions, but for this sentence:

You were .... yesterday.

Drill 4. - Addition

Call the attention of the class to the fact that certain expressions of time point to the past, and that some of them are used in this drill.

First, give the following expressions and have the class repeat:

yesterday morning
yesterday afternoon
yesterday evening
last night
last week
last month
last year
last summer
last Saturday
last June

a. Give a statement; a student answers as in the example.

Example: T: They were here last night.
S: He was here last night too.

For the statement, use the following expressions in place of last night.

1. on Saturday
2. yesterday
3. at half past ten
4. in the evening
5. in the morning
6. in the afternoon
7. at night
8. at ten to four
9. at midnight
10. last week
11. yesterday afternoon
12. yesterday morning
13. yesterday evening
14. last spring
15. last month
16. at noon
17. Tuesday evening
18. Thursday afternoon
19. last week
20. in November

b. Follow the directions of a. above, using the same expressions, but for these sentences:

T: I was here last night.
S: We were here last night too.

c. Follow the directions of a. above, using the same expressions, but for these sentences:

T: He was here last night.
S: She was here last night too.

Drill 5. - Double Substitution

Students substitute for pen and useless the following items:

Ali's pen was useless.

1.	father	wonderful
2.	office	small
3.	bag	old
4.	brother	strong
5.	sister	beautiful
6.	desk	dirty
7.	car	new
8.	class	big
9.	friend	young
10.	answer	short
11.	pencil	red
12.	room	clean
13.	calendar	old
14.	ruler	long
15.	book	white
16.	umbrella	green
17.	answer	important
18.	exam	necessary
19.	uncle	fat
20.	secretary	thin

Drill 6. - Substitution

Give a phrase; a student uses it to complete this sentence:

There was/were ...... in that room.

Examples: T: an office
S: There was an office in that room.

T: five brown bags
S: There were five brown bags in that room.

1. an important meeting
2. another thermometer
3. thirty men
4. ten tables
5. some green apples
6. a red umbrella
7. an air cooler
8. some engines
9. a beautiful girl
10. sixteen lights
11. a good secretary
12. some wonderful pictures
13. fifteen chairs
14. another fan
15. some useful books
16. an office
17. an expensive desk
18. seven brown bags
19. twenty-three rulers
20. a new calendar

Drill 7. - Transformation

Before beginning the drill remind the class that in a previous drill we used time expressions such as yesterday, last night, etc...with was and were. In this drill we change sentences to the simple past, and we make the following changes in time expressions:

today	changes to	yesterday
tonight	" "	last night
this year	" "	last year
this morning	" "	yesterday morning

For the drill, give a statement; a student changes it to the simple past. Then give the correct sentence and have the class repeat.

Examples: T: It's beautiful tonight.
S: It was beautiful last night.

T: They are very strong today.
S: They were very strong yesterday.

1. I am here today.
2. The students are here in the afternoon.
3. It's hot tonight.
4. Tom is in the room.
5. It's cool this morning.
6. There is a car at the garage.
7. We are good friends.
8. You are here this year.
9. Nancy is at the bank this morning.
10. It's windy this month.
11. The teachers are at the Department of Education this morning.
12. The old man is at the hospital this week.
13. We are at school.

14. I am in the office on Sunday and Tuesday.
15. There are some beautiful pictures here.
16. Salma is at the post office this morning.
17. The meeting is at quarter past nine.
18. We are very healthy this year.
19. You are near the door.
20. Ali is at the swimming pool this afternoon.

Drill 8. - Transformation

Call the attention of the class to the following:

The negatives of was and were are was not (wasn't) and were not (weren't) respectively.

Ask individual students to change the following sentences to the negative:

Examples: T: It was hot yesterday.
S: It wasn't hot yesterday.

T: They were here last night.
S: They weren't here last night.

1. It was cold yesterday.
2. It was humid yesterday afternoon.
3. It was dusty yesterday evening.
4. It was hot and dry last summer.
5. It was wonderful yesterday morning.
6. It was windy last night.
7. It was very dusty last month.
8. It was dry last winter.
9. It was warm last Tuesday.
10. It was sunny last spring.

11. They were here last night.
12. They were at the restaurant yesterday noon.
13. They were at the cinema last week.
14. They were at home yesterday.
15. They were at the Department of Petroleum yesterday morning.
16. They were at the garage yesterday evening.
17. They were at the greenhouse yesterday.
18. They were good students.
19. They were at the Department of Health last Thursday.

Drill 9. - Writing

(No Material)

Drill 10. - Substitution

Students substitute for exam the following items:

Does he have the exam or do they have the exam?

1. calendar
2. rulers
3. money
4. chalk
5. chairs
6. lights
7. car
8. picture
9. bag
10. pencils
11. exam
12. watch
13. office
14. engines
15. umbrellas
16. desks
17. air cooler
18. apples
19. table
20. airplane
21. thermometer

Drill 11. - Expansion

When S_1 hears a number and a word, he uses them in the blank spaces to complete this sentence:

He has ....

S_2 uses the word only to complete this question, stressing you:

How many .... do you have?

Example: T: twenty-five
S_1: He has twenty-five pencils.
S_2: How many pencils do you have?

1. three thermometers
2. thirty pens
3. thirteen chairs
4. eighty books
5. eighteen desks
6. twenty-eight lights
7. five brothers
8. fifty bags
9. fifteen relatives
10. eleven watches
11. nineteen tables
12. sixty-five calendars
13. sixteen fans
14. six uncles
15. four cousins
16. forty-four pictures
17. ninety notebooks
18. eighty rulers
19. seven clocks
20. seventeen apples

Drill 12. - Expansion

When S_1 hears an expression he uses it in the blank space to complete this sentence:

My friend was .... yesterday.

S_2 uses the same expression in the blank space to complete this sentence:

Our friends were .... yesterday too.

1. at the bank
2. at the garage
3. at the lab
4. at the restaurant
5. at the office
6. at the cinema

7. at the hospital
8. at the greenhouse
9. at the store
10. at the workshop
11. at the Department of Education
12. at the meeting
13. at the swimming pool
14. at the post office
15. at the Department of Petroleum
16. at the police station
17. at the Department of Health
18. at home
19. at work
20. at school

Drill 13. - Expansion

When S_1 hears a word, he uses it to complete this sentence:

All the other .... were at the office.

S_2 uses the singular of the same word in the blank space to express its disagreement, in this sentence:

No, there was another .... at home.

1. pens
2. notebooks
3. pencils
4. pictures
5. calendars
6. rulers
7. fans
8. exams
9. answers
10. friends
11. desks
12. girls
13. bags
14. boys
15. chairs
16. men
17. umbrellas
18. women
19. clocks
20. tables
21. thermometers

Drill 14. - Substitution

Give these sentences and have the class repeat:

Do you have all the books?
No, I don't. The clerk has another book at home.

Point out that in the last sentence another means an additional book or one more book; that another is one word and does not take the before it.

Point out also that in the expression at home we always use at, and not the prepositions in or on.

a. Give a word; S_1 uses it to complete this question:

Do you have all the ....?

S_2 replies as in the example, using in the blank space the singular of the word given:

No, I don't. The clerk has another ..... at home.

1. exams
2. bags
3. calendars
4. pictures
5. rulers
6. clocks
7. desks
8. pens
9. pencils
10. chairs
11. watches
12. apples
13. engines
14. notebooks
15. tables

b. For this part of the drill give the following sentences and have the class repeat:

I have five books. Who has another?

Point out that in a case like this we may use another without a following noun.

Give a word from the list in a. above; an individual student uses it in place of books in the sentence of b. above, and then asks the question.

Drill 15. - Question - Answer

Give a phrase; S_1 uses it in the blank space to complete this sentence, and then asks a question, as follows:

I have .... Do you have the others?

S_2 answers as follows:

Yes, I do. I have another for your brother too.

Reverse the roles of the two students in the middle of the drill.

1. two green pencils
2. five red apples
3. six gold pens
4. three good pictures
5. four long rulers
6. seven black books
7. three new desks
8. five brown bags
9. ten big oranges
10. eight large chairs
11. three old clocks
12. two large tables
13. five new notebooks
14. four small fans
15. nine good examples
16. twenty calendars
17. five gold pencils
18. two red lights
19. three expensive watches
20. four blue umbrellas

Drill 16. - Question - Answer

Give a word; S_1 uses the word in the blank space to complete this question:

Whose .... is this?

S_2 uses the same word in the blank spaces to complete these sentences:

That's our ....   Do they have their ......?

Reverse the roles of the two groups in the middle of the drill.

1. pen
2. picture
3. pencil
4. ruler
5. bag
6. watch
7. engine
8. car
9. board
10. clock
11. desk
12. chair
13. fan
14. table
15. light
16. money
17. exam
18. calendar
19. airplane
20. notebook
21. thermometer

Drill 17. - Substitution

For this drill divide the class into two groups.
Give a word; Group A uses it to complete this sentence:

He doesn't have any ....

Drill 18. - Question - Answer

Ask students to give complete answers to the following questions:

1. What's the matter? Do you have a headache?
2. Where are you going?
3. Were you at school yesterday?
4. Is this school better than that school?
5. Is your friend at the Department of Petroleum?
6. Where were you last night?
7. How is the weather today? How was it yesterday?
8. How old are you? How old were you in 1960?
9. Is Ali in front of you or behind you?
10. How many books do you have?
11. How many books does he have?
12. Do you have another pencil?
13. I am going to the store. Where are you going?

LESSON SEVENTEEN

I DIALOG

Reading A Newspaper

Ali, were you at the post office yesterday?	Yes, I was. There wasn't anything for you, but I was lucky.
Were those two newspapers in the mail?	Yes, they were. And there was another newspaper too. Here it is.
Oh, it's an English newspaper, isn't it?	That's right. Can you read English newspapers?
I can't read all the words, but I can read some.	Good! What's this under the picture. Read it for me.
I can't read it now. I don't have time. Give it to me tomorrow.	All right. Maybe we can read it together.

II PRONUNCIATION

Drill 16. - r

room
read
write
red
rainy
ruler
relative

dirty
green
brown
gray
eraser
airplane
short

car
there
where
here
your
star
far

a. Give the words of the first column; class listens.
b. Give the words of the first column; class repeats.
c. Follow the same procedure with the words of the other two columns.
d. Point out that English r is quite unlike Arabic r, which is more consonant than vowel. English r is pronounced with the tip of the tongue turned back toward the palate, and the lips are slightly rounded as in red and rat. Some children fail to turn their tongue tip back, producing w instead of r: wed, wat.

Note to the teacher: Keep in mind that Arabic r is produced by tapping the tip of the tongue once quickly behind the upper teeth. Arabic r is a tongue flap like r in Spanish or Italian caro. To help students produce American r ask them to pronounce Arabic flap r, and turn the tongue back to the roof of the mouth. Then ask them to round their lips and continue to pronounce r. This will approximate the American r. Arab students have a tendency not to round their lips in the pronunciation of r.

e. Give the words of each column again; class repeats.
f. Give the following sentences; class repeats.

1. Where is your car?
2. The rat ran around the room.
3. I'm reading your red book.
4. The ruler is near the eraser.
5. It's not very far from here.

III VOCABULARY

(No Material)

IV DRILLS

Drill 1. - Transformation

Call the attention of the class to the following:

Simple questions with was and were are formed like simple questions with am, is and are.

Give a sentence; the class changes it to a simple question. Then give the correct question and have the class repeat.

Examples: T: He was a student.
C: Was he a student?

T: They were at the restaurant yesterday.
C: Were they at the restaurant yesterday?

1. He was a secretary.
2. It was hot yesterday.
3. She was here this morning.
4. I was fat last summer.
5. Those men were strong.
6. The other books were red.
7. We were at home yesterday.
8. You were a wonderful friend.
9. That engine was useless.
10. Those exams were important.
11. Those airplanes were bigger.
12. That was his pen.
13. My friend was at the bank.
14. Salma was sick last night.
15. We were at the cinema last week.
16. There was another bag at home.
17. Those girls were beautiful.
18. It was dusty yesterday morning.
19. There were three books on the desk.
20. I was in the city last month.

Drill 2. - Question - Answer

Ask a question; S_1 gives a negative answer. Then S_2 gives a further answer, as in the example and adds either.

Reverse the roles of the two students in the middle of the drill.

Example: T: Was he at home?
S_1: No, he wasn't at home.
S_2: His friends weren't at home either.

1. Was he at home?
2. Was he at school?
3. Was he at work?
4. Was he in the airplane?
5. Was he in the room?
6. Was he in the car?
7. Was he in the city?
8. Was he here?
9. Was he there?
10. Was he behind the door?
11. Was he near the wall?
12. Was he under the window?
13. Was he at the store?
14. Was he at the hospital?
15. Was he at the post office?
16. Was he at the garage?
17. Was he at the restaurant?
18. Was he at the Department of Petroleum?
19. Was he at the swimming pool?
20. Was he at the bank?
21. Was he at the lab?
22. Was he at the Department of Health?
23. Was he at the police station?
24. Was he at the Department of Education?

Drill 3. - Transformation

Ask students to change to the past:

Examples: T: He's sick today.
S: He was sick yesterday.

T: Are they at the bank?
S: Were they at the bank?

T: It isn't an expensive car.
S: It wasn't an expensive car.

1. He's weak today.
2. It's four o'clock.
3. The students aren't here.
4. Those desks are new.
5. Is it windy today?

6. She isn't healthy.
7. We aren't new students.
8. I am his teacher.
9. Are those his pictures?
10. Is that your book?
11. They are at home.
12. You are a clerk.
13. It isn't half past four.
14. Are you a secretary?
15. It isn't at the post office.
16. I am not here on Friday.
17. Isn't it near the wall?
18. We aren't at the swimming pool.
19. Aren't they at the tennis court?
20. He's at the Department of Petroleum.
21. It isn't a clean street.
22. Are they at the greenhouse?
23. I am your friend.
24. This girl isn't beautiful.

Drill 4. - Substitution

a. Ask a question; the class answers as in the example.

Example: T: Was he a bad clerk?
S: No, he wasn't. He was a wonderful clerk.

For the questions, use the following in place of clerk:

student
friend
teacher
neighbor
secretary
uncle
man
relative
boy
cousin
father
grandfather

b. Follow the directions of a. above, but according to the following example:

Example: T: Was it a new floor?
S: No, it wasn't. It was an old floor.

For the questions, use the following in place of floor:

room
ceiling
door
picture
calendar
ruler
engine
board
airplane
fan
chair
light

c. Follow the directions of a. above, but according to the following example:

Example: T: Were they cheap pencils?
S: One pencil was cheap but the others were expensive.

For the questions, use the following in place of pencils:

books
clocks
cars
watches
pens
engines
notebooks
chairs
desks
tables
umbrellas
bags

Drill 5. - Repetition

a. Write the following sentence on the board; then give the sentence and have the class repeat:

He was born in 1945.

Point out that in English we do not have one word to express the fact of a past birth but we use the expression was born or were born. Point out also that the subject of the sentence determines the use of was or were, as in previous exercises.

Give the following examples and have the class repeat:

I was born in 1945.
He was born in 1945.
She was born in 1945.
It was born in 1945.
You were born in 1945.

We were born in 1945.
You were born in 1945.
They were born in 1945.

b. Have each student say the following sentence, giving the year in which he was born:

I was born in ....

c. For this part of the drill divide the class into two groups. Give a year; Group A uses it to complete this sentence:

They were born in ....

Group B uses the same year to complete this sentence, and adds too.

We were born in .... too.

Example: Teacher: 1943 (nineteen forty-three)
Group A: They were born in 1943.
Group B: We were born in 1943 too.

1. 1942
2. 1905
3. 1910
4. 1945
5. 1925
6. 1906
7. 1936
8. 1948
9. 1940
10. 1950
11. 1920
12. 1928
13. 1939
14. 1916
15. 1900
16. 1919
17. 1949
18. 1912
19. 1927
20. 1933
21. 1901

Drill 6. - Question - Answer

Call the attention of the class to the fact that the question word WHEN is used to ask about time.

Give the following sentence and have the class repeat:

When was he born?

Call the attention of the class to the order of words after When.

a. S_1 asks this question:

When was he born?

Give a month of the year; S_2 uses to complete this sentence:

He was born in ....

Reverse the roles of the two students in the middle of the drill.

1. July
2. December
3. May
4. September
5. February
6. January
7. March
8. October
9. April
10. June
11. November
12. August
13. January
14. October
15. December
16. February

b. Give a day of the week; one student says:

I was born on Monday, wasn't I?

A second student answers:

Yes, you were. You were born on Monday.

Continue in this way through the class. Point out that the pattern for tail question and short answer follows the pattern we used for is and are.

1. Friday
2. Wednesday
3. Tuesday
4. Sunday
5. Thursday
6. Saturday
7. Monday
8. Friday
9. Tuesday
10. Thursday
11. Wednesday
12. Sunday
13. Friday
14. Saturday
15. Friday

Drill 7. - Question - Answer

Give a date; S_1 uses it in the blank space to complete this question:

Were they born on ....?

S_2 gives a short negative answer, and then makes a statement using the same date in the blank space and stressing We:

No, they weren't. We were born on ....

Example: T: December first
S_1: Were they born on December first?
S_2: No, they weren't. We were born on December first.

1. December first
2. March twelfth
3. August fifteenth
4. January second
5. April twentieth
6. November third
7. October twenty-fifth
8. May thirty-first
9. February eighth
10. July thirtieth
11. September fifteenth
12. June twenty-fifth
13. November fourteenth
14. January sixth
15. November twenty-third
16. October fourth
17. February twenty-eighth
18. April nineteenth
19. August fifth
20. December twentieth

Drill 8. - Substitution

Give a time expression; S_1 uses it, with in or on as needed, to complete this sentence:

You were born ....

S_2 uses the same preposition and time expression in the blank space to complete this sentence:

She was born .... too.

Examples: T: July
S_1: You were born in July.
S_2: She was born in July too.

T: May fourth
S_1: You were born on May fourth.
S_2: She was born on May fourth too.

Reverse the roles of the two students in the middle of the drill.

1. June
2. Friday
3. Sunday
4. April
5. May sixth
6. January fifth
7. Tuesday
8. 1947
9. March ninth
10. Thursday
11. 1951
12. December
13. December twenty-fourth
14. April twentieth
15. 1946
16. Wednesday
17. July twelfth
18. November
19. Monday
20. May

Drill 9. - Addition

Remind the class of the observation made in Drill 2 b. above: with was and were the pattern for tail question and short answer follows the pattern we have used for is and are.

Give a statement; the class repeats the statement, adds a tail question and gives the short answer. Then give the correct sentences and have the class repeat.

1. The boys were here,
2. It was hot last summer,
3. You were not in London,
4. This girl was born in May,
5. John was born in 1946,
6. He was at the garage,
7. We weren't at home,
8. You weren't born on Monday,
9. It was cool this morning,
10. They were at the hospital,
11. We weren't at school yesterday,
12. He was at the Department of Petroleum,
13. He wasn't here at quarter past nine,
14. She was at the store last night,
15. The boys were at the bank last night,
16. I wasn't here yesterday morning,
17. They were in class at ten to eleven,
18. Their brother wasn't born in May,
19. You were at the restaurant yesterday,
20. It wasn't on August fifth,

Drill 10. - Repetition

a. Give each of the following verbs twice; the class repeats. The students have already had these verbs, either in the dialogs or in the commands.

thank
write
see
close
open
listen
learn
stand
sit
stop
study
repeat
spell
give
look
change
put
ask
take
read

b. Give this model sentence and have the class repeat it:

Model sentence: I can thank the secretary.

Point out that in the above sentence can is used to mean ability, and that it has this meaning in the following drills. Can may also be used to mean permission.

Ask students to substitute for thank and the secretary the following items:

Example: T: write his name.
S: I can write his name.

1. see the teacher
2. close my book
3. open the window
4. listen to the radio
5. sit by the wall

6. stop the engine
7. study this book
8. stand near the greenhouse
9. repeat the answer
10. spell that word

c. Give this model sentence and have the class repeat it:

Model sentence: They can see the picture.

Give a verb and an expression; the class substitutes them for see and the picture.

Example: T: give the answer
S: They can give the answer.

1. spell these words
2. look here
3. change the old chairs
4. ask the question
5. read this book
6. put the book on the table
7. take the new thermometer
8. learn his name
9. open their books
10. close the door

Call the attention of the class to the fact that can is used with both singular and plural subjects.

Have individual students substitute he and we for they in exercise c. above.

Drill 11. - Substitution

Call the attention of the class to the fact that the negative of can is can't or cannot.

Give this model sentence and have the class repeat:

Model sentence: I can't open the window.

Students substitute for I of the following items:

1. we
2. the boys
3. my father
4. Nancy
5. he
6. the two girls
7. they
8. John
9. the men
10. she
11. the secretary
12. his clerk
13. her grandmother
14. this student
15. you
16. those women
17. my friend
18. his sister
19. the teacher
20. their neighbor

Drill 12. - Transformation

Call the attention of the class to the fact that in English an affirmative command or request begins with a verb, which doesn't change, whether it is directed to one or to many individuals.

a. Give a command; S_1 repeats the command. Then S_2 replies as in the example.

Example: T: Thank the clerk.
S_1: Thank the clerk.
S_2: I can't thank the clerk.

1. Sit by the door.
2. Open the window.
3. Write his name.
4. Repeat the answer.
5. Ask the secretary.
6. See the teacher.
7. Stand near the table.
8. Change the time.
9. Spell the words.
10. Close the door.

b. Reverse the roles of the two students for this part of the drill.

Drill 13. - Writing

(No Material)

Drill 14. - Transformation

Students change the following sentences to the past:

Examples: T: Is he a secretary?
S: Was he a secretary?

T: She isn't my friend.
S: She wasn't my friend.

For uniformity, the contracted forms wasn't and weren't should be used in negative statements.

1. Are you a clerk?
2. Is he a teacher?
3. Is it a big animal?
4. Are these answers good?
5. Are those men neighbors?
6. Is that another bag?
7. Is he here in May?
8. Are we good friends?
9. Is there a meeting?
10. Are they at work?
11. I'm not very healthy.
12. She isn't at home.
13. They aren't my notebooks.
14. We aren't fat.
15. He isn't at the cafeteria.
16. The others aren't here today.
17. The pictures aren't beautiful.
18. The other books aren't black.
19. It isn't hot this evening.
20. Your brother isn't at school.

Drill 15. - Transformation

Students change the following sentences to the negative:

Examples: T: I was born in July.
S: I wasn't born in July

T: We were born on Friday.
S: We weren't born on Friday.

1. I was born in November.
2. He was born on Sunday.
3. They were born in 1900.
4. We were born in August.
5. It was born on Monday.
6. You were born on May sixth.
7. He was born in 1938.
8. I was born in March.
9. They were born on Tuesday.
10. You were born in 1951.
11. They were born on January thirty-first.
12. You were born on Wednesday.
13. I was born on October eighth.
14. We were born in 1935.
15. She was born on June twentieth.
16. They were born on Thursday.
17. You were born in February.
18. He was born on September fifteenth.
19. She was born in 1944.
20. We were born in December.

b. Students change the following to simple questions:

Examples: T: I was born in July.
S: Was I born in July?

T: We were born on Friday.
S: Were we born on Friday?

For this part of the drill, the sentences of a. above are used.

Drill 16. - Variable Substitution

Base sentence: I was born in 1946.

1. you
2. question
3. Wednesday
4. February
5. statement
6. he
7. negative
8. we
9. 1910
10. July tenth
11. Saturday
12. statement
13. they
14. negative
15. August fifth
16. August
17. she
18. statement
19. question
20. Thursday
21. you
22. statement
23. it
24. they

Drill 17. - Review

a. Pronunciation. Drill 16

1. The student listens and repeats the words of each column.

2. The student listens and repeats the sentences.

b. Dialog

1. Student listens to the dialog.

2. Student listens and repeats the words of each speaker.

LESSON EIGHTEEN

I DIALOG

Good afternoon	Good afternoon ....
Where are you going?	I am going to my English class.
Is it a good class?	Yes, it's very good.
Can you write your name in English?	I can write my first name, but I can't spell my last name.
Where do you work, ...?	I work at the Department of Education.
Do you like your work?	Yes, I like it very much.

II PRONUNCIATION

Drill 17. - n vs. ŋ

kin	king
sin	sing
ban	bang
ran	rang
sun	sung
run	rung
thin	thing
tan	tang

a. Give words of first column; class listens.
b. Give words of first column; class repeats.
c. Follow same procedure for words of second column.
d. Give each minimal pair; class repeats.
e. Note: ŋ is a very difficult sound for Arab students. Since there is no corresponding ŋ sound in Arabic, Arab students tend to produce it as though it were a consonant cluster ng.

Point out that the sound n is pronounced with the tongue on the ridge of the teeth: ŋ is pronounced with the back of the tongue touching the velum. Demonstrate with a facial diagram.

f. Give each minimal pair again; class repeats.
g. Give a word; class writes 1 or 2 to correspond to n or ŋ respectively.
h. Give a word; e.g., kin; have students give the corresponding word with the ŋ sound, king.

i. Give the following words; class repeats.

cleaning
going
writing
walking
closing
playing
opening
doing
reading
bringing

j. Give the following sentences; class repeats.

1. He can bring the ring to the king.
2. Is she studying or playing?
3. She's singing a song.
4. They're hurrying and bringing something.
5. Why are you ringing and banging?

III VOCABULARY

Give each of the following verbs twice; the class listens and repeats.

play
go
help
walk
start
bring
begin
use
find
do
come
wash
carry
eat
hurry
sleep
say
buy
watch
work

IV DRILLS

Drill 1. - Transformation

a. Give a command; S_1 repeats the command. S_2 replies as in the example.

Example: T: Work at the post office.
S_1: Work at the post office.
S_2: I can't work at the post office.

1. Walk near the wall.
2. Start the car.
3. Begin this drill.
4. Use those words.
5. Find the watch.
6. Go on Monday.
7. Come at five o'clock.
8. Bring the books.
9. Help the old woman.
10. Carry the engine.
11. Play tennis.
12. Do the example.
13. Wash the window.
14. Eat the apples.

b. Give a command from a. above; Group A repeats the command. Group B replies as in this example:

Example: Teacher: Work at the post office.
Group A: Work at the post office.
Group B: We can't work at the post office.

Drill 2. - Substitution

Give these sentences and have the class repeat:
You can see the airplane.
Can you see the airplane?

Call the attention of the class to the word order in a question with can. Point out also that the short answer to the above question is: Yes, I can or No, I can't.

a. Give an expression; S_1 uses it in the blank space to complete this question:

Can you ....?

S_2 gives a negative short answer:

No, I can't.

1. buy an expensive watch
2. see the new airplane
3. say those words
4. sleep at eight o'clock
5. eat here
6. wash the car
7. carry those pictures
8. watch the boys
9. use the gold pen
10. buy a car
11. hurry
12. come on Friday
13. walk behind the desk
14. go at half past six

b. Give an expression from a. above; S_1 uses it in the blank space to complete this question:

Can he ....?

S_2 gives a negative short answer:

No, he can't.

Drill 3. - Transformation

Call the attention of the class to the following:

A negative command always begins with Don't. The simple form of the verb follows Don't.

Give the following negative commands and have the class repeat:

Don't go there.
Don't eat that orange.
Don't sit by the door.
Don't read this book.

For this drill, give an affirmative command; the class changes it to the negative, as in this example:

Example: T: Go there.
S: Don't go there.

1. Thank the man.
2. Help your neighbor.
3. Start the engine.
4. Use the desk.
5. Come here tomorrow.
6. Eat that orange.
7. Buy another watch.
8. Bring your brother.
9. Begin at nine o'clock.
10. Carry the books.
11. Watch the secretary.
12. Wash the car.
13. Sleep in the greenhouse.
14. Stand near the window.

15. Close your book.
16. Read the newspaper.
17. Change the light.
18. Find the answer.
19. Sit in front of the teacher.
20. Go at night.

Drill 4. - Substitution

For this drill divide the class into two groups.

a. Give an expression; Group A uses it in the blank space to complete this question:

Can we ....?

Group B gives an affirmative short answer:

Yes, you can.

1. eat here
2. sleep in this room
3. stand near the door
4. see the picture
5. start the engine
6. open the other window
7. have another thermometer
8. buy an airplane
9. bring our friends
10. begin the exam
11. sit in the other chairs
12. ask the clerk
13. come in the morning
14. give our answers

b. Reverse the roles of the two groups.

Give an expression; Group B uses it in the blank space to complete this question:

Can they ....?

Group A gives an affirmative short answer:

Yes, they can.

1. help their father
2. carry that big table
3. study in this room
4. begin tomorrow
5. go on Sunday
6. use their books
7. do their homework
8. find the answer
9. come at night
10. write their names
11. hurry
12. sit in this room
13. read the thermometer
14. stop the engine

Drill 5. - Question - Answer

Ask a question; a student gives a full negative answer, as in the examples.

Examples: T: Can he go in the afternoon?
S: No, he can't go in the afternoon.
T: Can we read those books?
S: No, you can't read those books.

1. Can he buy this watch?
2. Can they come at night?
3. Can I begin on Friday?
4. Can she bring her bag?
5. Can they watch TV?
6. Can he answer the question?
7. Can I find the book?
8. Can it carry this table?
9. Can we find our books?
10. Can she help her mother?
11. Can you sit in this small chair?
12. Can we walk near the swimming pool?
13. Can they eat at the restaurant?
14. Can you spell this word?
15. Can they find the money?
16. Can I use this thermometer.
17. Can he come in May?
18. Can it eat oranges?
19. Can we come tomorrow?
20. Can we begin at half past ten?

Drill 6. - Addition

Students add tail questions to the following statements.

Examples: He can buy this watch, can't he? Yes, he can.

They can't find the book, can they? No, they can't.

Draw the attention of the class to the patterns used for tail questions and short answers with can and can't.

1. He can sit there,
2. She can change her bag,
3. I can study tomorrow,
4. We can open the windows,
5. They can sleep at home,
6. You can spell that word,
7. He can write his name,
8. She can come on Tuesday,
9. They can see their car,
10. You can ask the teacher,
11. I can't bring my friends,
12. He can't stop the engine,
13. They can't eat those oranges,
14. We can't begin the drill,
15. She can't help her brother,
16. You can't wash the windows,
17. We can't find the answers,
18. He can't change the time,
19. They can't go in June,
20. She can't carry that desk,

Drill 7. - Writing

(No Material)

Drill 8. - Written

Call the attention of the class to the following:

The purpose of this and other similar drills to come is to familiarize the student with examination procedures that will be needed later in the course. It is necessary that the students understand the instructions that precede each of these drills. Individual students will be called on.
Fill in the blanks. Use the word on the left to fill the blank space and make a good sentence. Use A, AN, or THE if necessary.

Examples: (book) He can buy some ..... today.
Student: He can buy some books today.

(door) Close ....
Student: Close the door.

1. (book) He can read some .... today.
2. (orange) I can't eat any ....
3. (pencil) They can use red ....
4. (board) Write this word on ....
5. (animal) Can you see .... there.
6. (fan) There is ...... in this room.
7. (example) He can give two ....
8. (pen) She can't find another ..... in the office.
9. (umbrella) There is .... on the floor.
10. (evening) Don't go there in ....
11. (chair) Can you carry two ....?
12. (door) Open ....
13. (money) Can we change some ....?
14. (thermometer) There is .... on the table.
15. (floor) Don't sit on ....

Drill 9. - Question - Answer

Inform the class that this drill introduces the present continuous tense.

Say: "I am walking now," and demonstrate the meaning by walking as you speak. Do the same with: "I am sitting now"; "I am standing now"; "I am cleaning the board now."

a. Address an individual student and say: "Walk near the door." The student walks near the door and says while he is walking, "I am walking near the door now."

Follow the same procedure with other individual students, using these commands:

1. Open the door.
2. Walk in front of the desk.
3. Clean the board.
4. Stand near the window.
5. Take this book.
6. Walk in the room.
7. Bring your book.
8. Go near the door.
9. Take this notebook.
10. Write on the board.

b. Address an individual student and say: "Walk near the window." While the student is walking slowly near the window, ask and answer: "What's he doing? He's walking near the window." Repeat question and answer twice. Then ask the question a third time and have the class answer: "He's walking near the window."

For the drill, divide the class into two groups. Give a command to an individual student; as he is obeying the command Group A asks:

What's he doing now?

Group B uses the -ing form of the verb of the command and answers:

He's .... now.

Example: Teacher: Write on the board.
Group A: What's he doing now?
Group B: He's writing on the board now.

1. Close the door.
2. Stand near the desk.
3. Open your book.
4. Read your book.
5. Study your lesson.
6. Watch the teacher.
7. Put the books on the desk.
8. Bring your pencil.
9. Carry your bag.
10. Take the books.

Reverse the roles of the two groups and do the drill again. Call the attention of the class to the following:

1. We usually add ing to the verb to make the ing form, e.g.,

open-opening ask-asking

2. However, there are two groups of verbs that have irregular spellings:

a. Verbs that drop final e, before adding ing, e.g.,

write-writing
close-closing
change-changing
take-taking
give-giving
come-coming
use-using

b. Verbs that double the final consonant before adding ing, e.g.,

sit-sitting
put-putting
stop-stopping
begin-beginning

Drill 10. - Transformation

Give these two sentences and have the class repeat:

He is closing the window.
Is he closing the window?

Call the attention of the class to the word order of a question with the present continuous. Point out also that the short answer to the above question is Yes, he is or No, he isn't.

For the drill, give a statement; the class changes it to a simple question.

1. He is opening the door.
2. She is buying a new bag.
3. I am writing the answers.
4. They are working in that office.
5. They are cleaning the room.
6. We are watching TV.
7. He is going home.
8. She is helping the teacher.
9. You are listening now.
10. He is bringing some books.
11. The boys are sleeping.
12. She is washing her car.
13. The students are doing the drill.
14. I am eating an apple.
15. The clerks are using that room.
16. They are taking the car.
17. I am going on Monday.
18. You are doing your homework.
19. He is carrying a big bag.
20. We are beginning the class.

Drill 11. - Answer - Question

Call the attention of the class to the following:

1. In this drill, each sentence is an answer to a question.
2. The underlined words suggest the question words to be used.
3. When the teacher gives a sentence, an individual student looks at the underlined words and then asks the question.

Example: T: He is washing his car.
S: What is he washing?

1. Ali is opening the book.
2. He is carrying the pictures.
3. I am standing near the door.
4. She is eating an orange.
5. She is writing her name.
6. He is playing at school.
7. They are using our books.
8. We are listening.
9. I am buying some apples.
10. We are going on Friday.
11. He is taking Salim's book.
12. I am reading now.
13. The boys are studying at home.
14. My father is sleeping in his room.
15. They are learning the new words.
16. The girl is working at the post office.
17. He is buying three new cars.
18. He is helping John's friend.
19. Her brother is sitting in that chair.
20. The boy is cleaning the floor.

Drill 12. - Comprehension and Reading

For the first parts of this drill, books should be closed. Students should be directed to pay very close attention to the reading of the paragraph, so they will be able to answer questions about what they have heard.

Read the following paragraph to the class slowly, clearly, and carefully; the class listens. After the first reading, explain the meanings of the underlined words and write these new words on the board.

Then read the paragraph a second time, clearly and distinctly, but at a normal speed; the class listens.

Abu Dhabi

Abu Dhabi is a small country. It has wonderful people, but it doesn't have many large cities. Some important cities are Al-Ein and Abu Dhabi. There are other important cities too. Many people live in the cities. The government is in Abu Dhabi. Some places in Abu Dhabi are very new, and others are very old.

After the second reading, ask the following questions of individual students, to check their understanding of the paragraph. Direct the students to give full, complete answers.

1. Is Abu Dhabi a small country or a big country?
2. Does it have many large cities?
3. Is Al-Ein an important city?
4. Is Abu Dhabi an important city?

5. Where do many people live?
6. Where is the government?
7. Are all the places in Abu Dhabi very new?
8. Some places are very old, aren't they?

After the students have answered the questions, read the paragraph a third time. Have the students open their books and read along softly with you. Then call on a few individual students and have each read some sentences of the paragraph.

Drill 13. - Substitution

For this drill the class is divided into two groups.

a. When Group A hears an expression it uses it in the blank space to complete this question:

Can she ....?

Group B gives an affirmative short answer:

Yes, she can.

1. help her mother
2. use those books
3. open another window
4. bring her friend
5. close the other window
6. ask the secretary
7. see the teacher
8. give her answer
9. buy an umbrella
10. find the bank
11. have some apples
12. stand near the door
13. learn those words
14. come on Saturday

b. S_1 hears an expression, he uses it in the blank space to complete this question:

Can I ....?

S_2 gives a negative short answer:

No, you can't.

1. carry that bag
2. go in July
3. begin on Monday
4. wash the car
5. sleep in that room
6. eat an orange
7. bring my sister

8. start the engine
9. walk near the window
10. see those pictures
11. read another book
12. sit behind the teacher
13. stand near my friend
14. study at the swimming pool

Drill 14. - Addition

a. When the student hears a sentence, he answers as in the example:

Example: T: He can help the students.
S: I can help the students too.

1. He can come on Wednesday.
2. He can write those words.
3. He can eat ten apples.
4. He can give the answers.
5. He can carry fifty books.
6. He can use that money.
7. He can do the homework.
8. He can study at home.
9. He can buy a fan.
10. He can stop the car.
11. He can come in the afternoon.
12. He can read the newspaper.
13. He can learn the new words.
14. He can work at the restaurant.

b. When the student hears a sentence, he answers as in the example:

Example: T: They can't close the windows.
S: We can't close the windows either.

1. They can't write the names.
2. They can't find the table.
3. They can't give an example.
4. They can't close the windows.
5. They can't carry the chair.
6. They can't bring that animal.
7. They can't sleep at night.
8. They can't buy that car.
9. They can't come in May.
10. They can't start the engine.
11. They can't help that boy.
12. They can't change the time.
13. They can't play at night.
14. They can't ask the clerk.

Drill 15. - Question - Answer

a. When the student hears a command, he uses the ing form of the verb of the command and replies as in this example, stressing am:

T: Clean the board.
S: I am cleaning the board.

1. Write the new words.
2. Do the homework.
3. Wash the car.
4. Watch the teacher.
5. Go home.
6. Help the old man.
7. Study English.
8. Eat now.
9. Sit down.
10. Close the books.
11. Carry those chairs.
12. Learn those words.
13. Start those engines.
14. Begin the drill.
15. Buy some thermometers.
16. Bring the books.
17. Work at the office.
18. Use those rulers.
19. Ask the secretary.
20. Read the newspaper.

b. The student follows the direction of the first part of the drill, but according to this example, and stressing are:

T: Clean the board.
S: We are cleaning the board.

The commands of a. are used for this part of the drill.

Drill 16. - Substitution

When S_1 hears a verb, he uses the ing form of the verb, in the blank space, to complete this statement:

He's .... now.

S_2 uses the ing form of the same verb to complete this question:

Are they .... now too?

Example: T: work
S_1: He's working now.
S_2: Are they working now too?

1. play
2. write
3. listen
4. stand
5. sit
6. study
7. repeat
8. ask
9. read
10. go
11. come
12. help
13. walk
14. eat
15. [illegible]rry
16. sleep
17. watch
18. wash
19. begin
20. learn
21. work

Drill 17. - Review - Pronunciation

a. The student listens and repeats the words with the n sound.

b. The student listens and repeats the words with the ŋ sound.

c. The student listens and repeats the minimal pairs.

d. The student listens and repeats the sentences.

Drill 18. - Review - Dialog

a. Take the part of one speaker and do the dialog with the class. Then reverse roles.

b. Divide the class into two groups and have them to do the dialog.

c. Take the part of one speaker and do the dialog with individual students.

LESSON NINETEEN

I DIALOG

(No Material)

II PRONUNCIATION

Drill 18. - ər

burn
bird
shirt
turn
first
dirt
Turk

father
mother
silver
December
picture
calendar
either

a. Give the words of the first column; class *listens*.
b. Give the words of the first column; class *repeats*.
c. Follow the same procedure with the words of the second column.
d. To help the students pronounce *ər*, ask them to start with *ə*, and then raise only the tip of the tongue, but not to touch the top of the mouth. The middle of the tongue should be kept in the position for *ə*. The lips are slightly rounded for the pronunciation of *ər*.
e. Give the words of each column again; class *repeats*.
f. Give the following sentences; class *repeats*.

1. The doctor is near my father.
2. The letter is under the picture.
3. It was neither on Thursday nor on Saturday.
4. The woman wrote her sister a letter.
5. The girl is learning the words.

III VOCABULARY

Give each of the following words twice; class repeats:

1. look
2. should
3. doctor
4. lawyer
5. carpenter
6. mechanic
7. grocer
8. farmer
9. servant
10. mechanic
11. soldier
12. dentist
13. engineer
14. painter
15. cook
16. judge
17. tailor
18. barber
19. policeman
20. officer
21. fisherman
22. operator

IV DRILLS

Drill 1. - Substitution

Point out that the plural of the previous nouns is formed by adding *s*, except for policeman-policemen, and fisherman-fishermen.

b. For this part of the drill divide the class into two groups. Group A asks this question:

What is he?

Give a word from Vocabulary; Group B uses it to complete this sentence:

He's a/an ....

Reverse the roles of the two groups in the middle of the drill.

Drill 2. - Substitution

Give a word from the list in vocabulary; S_1 uses it to complete this question:

Isn't that man a/an ......?

S_2 gives a short negative answer, and then uses the plural of the given noun to complete a second sentence:

No, he isn't. His brothers are ....

Example: T: lawyer
S_1: Isn't that man a lawyer?
S_2: No, he isn't. His brothers are lawyers.

Drill 3. - Question - Answer

When S_1 hears a statement, he asks a question, beginning Where ..... Then S_2 hears an expression and uses it in his answer, as in these examples:

Examples: T: Ali is sleeping.
S_1: Where is Ali sleeping?
T: in his room
S_2: Ali is sleeping in his room.

The two roles of the two students are reversed in the middle of the drill. For uniformity, contractions are not to be used.

1.	The servants are cleaning.	at the hospital
2.	Our teacher is waiting.	near the door
3.	He is walking.	near the greenhouse
4.	The carpenters are working.	at the post office
5.	The soldiers are standing.	by the wall
6.	His brother is reading.	in my room
7.	They are eating	at the restaurant
8.	The children are sleeping.	at home
9.	He is writing his name.	on the board
10.	His father is sleeping	in that room
11.	We are going.	there
12.	They are playing.	at the swimming pool

13.	The mechanic is sitting.	in front of the engineer
14.	We are studying.	at school
15.	The policeman is writing.	in his book
16.	He is listening.	behind the door
17.	They are buying some apples.	at the store
18.	The Government is opening a bank.	in that city
19.	They are changing some money.	at the bank
20.	He is watching TV.	at the workshop

Drill 4. - Substitution

a. Ask students to substitute for playing the following:

Example: They are playing, but she isn't playing.

1. work
2. read
3. listen
4. watch
5. eat
6. begin
7. help
8. come
9. ask
10. repeat
11. write
12. walk
13. learn
14. sleep
15. sit
16. hurry
17. stand
18. go
19. study
20. start
21. look

b. The student follows the directions of the first part of the drill but to complete this sentence:

He's ...., but I'm not ....

The verbs of a. above are used again.

Drill 5. - Expansion

For this drill divide the class into two groups.

a. Give an expression; Group A uses the ing form of the verb and the rest of the expression to complete the following:

Look! He's ....

Group B uses the given expression to complete a negative command:

Don't ....

Example: Teacher: eat our oranges
Group A: Look! He's eating our oranges.
Group B: Don't eat our oranges.

1. eat our oranges
2. sleep in class
3. start the lesson
4. wash the floor
5. take the watch
6. use the new pen

7. watch the boys
8. write the words
9. ask the clerk
10. buy the car
11. sit near the fan
12. take the exam
13. open the book
14. close the windows

b. For this part of the drill reverse the roles of the two groups.

Follow the directions of the first part of the drill, but according to this example:

Example: Teacher: take the money.
Group B: Look! They're taking the money.
Group A: Don't take the money.

1. bring his friend
2. carry the table
3. use our office
4. give the answers
5. do the drill
6. begin the exam
7. come all together
8. walk near the animal
9. read the answer
10. change the clock
11. thank the boy
12. work at night
13. play at the hospital
14. eat green apples

Drill 6. - Question - Answer

For this drill divide the class into two groups. Ask a question; Group A repeats the question. Then give a word or an expression; Group B uses this to answer, as in the examples. For uniformity, contractions should not be used in the answers. Reverse the roles of the two groups in the middle of the drill.

Examples: Teacher: Who's sleeping there?
Group A: Who's sleeping there?
Teacher: Samir
Group B: Samir is sleeping there.

Teacher: Who's bringing the chairs?
Group A: Who's bringing the chairs?
Teacher: The servants
Group B: The servants are bringing the chairs.

1. Who's using that notebook?	the officer
2. Who's taking this car?	John
3. Who's studying English?	we
4. Who's giving the example?	the teacher
5. Who's watching TV?	the cooks
6. Who's opening the door?	the lawyer
7. Who's using the office?	the officer
8. Who's working in the room?	his secretaries
9. Who's reading the newspaper?	the farmer
10. Who's sitting there?	Ali and Jasim
11. Who's taking his place?	I
12. Who's changing the time?	the government
13. Who's listening?	the soldiers

14.	Who's reading the words?	she
15.	Who's carrying the bag?	the doctor
16.	Who's looking there?	Salim
17.	Who's studying in that room?	the girls
18.	Who's doing his homework?	her brother
19.	Who's sitting by the window?	my friends
20.	Who's playing football?	the neighbors

Drill 7. - Variable Substitution

Follow the procedure of previous drills of this kind.

Base sentence: The boys are playing.

1. students
2. question
3. student
4. statement
5. Ali
6. at school
7. at home
8. here
9. I
10. can
11. at home
12. they
13. question
14. statement
15. you
16. negative
17. she
18. I
19. statement
20. read

Drill 8. - Written

Instructions: In the blank spaces use IS or ARE and the correct ING form of the verb in brackets, to make a good sentence.

Example: (take) : He .... his books.
Student: He is taking his books.

1. (take) He ... . his books.
2. (read) I .... a book now.
3. (sit) The judges ... . in their chairs.
4. (close) The girls .... the window.
5. (wash) My sisters .... the floor.
6. (use) You .... my pen.
7. (eat) I .... an orange.
8. (study) We .... in this room.
9. (begin) They .... a new lesson.
10. (play) She .... at home.
11. (stop) The mechanic .... the engine.
12. (give) Our teacher .... an exam.
13. (go) We .... home.
14. (put) He .... his books on the table.
15. (come) It .... here.
16. (buy) Our neighbors .... a black car.
17. (learn) I .... the new words.
18. (do) She .... her homework.
19 (write) You .... the answers.
20. (bring) They .... some money.

Drill 9. - Transformation

Give the following sentences, first the statement and then the negative, and have the class repeat.

I'm writing a letter.	I'm not writing a letter.
He is working at home.	He isn't working at home. He is not working at home.
We are playing.	We are not playing. We aren't playing.

Point out that for the present continuous, the pattern for changing to the negative follows the pattern we have used for am, is and are.

For the drill, give a statement; the class changes it to the negative, as in the sentences above. For uniformity, the contracted forms isn't and aren't should be used, and I'm not, for the first person.

1. The doctors are sleeping.
2. His mother is coming.
3. Salim is walking.
4. We are going.
5. The carpenters are working.
6. I am reading.
7. You are playing.
8. Her brother is working.
9. The books are coming.
10. Ali is sitting there.
11. The cooks are eating.
12. Those men are watching.
13. The man is studying.
14. The summer is beginning.
15. The lesson is starting.
16. The judge is listening.
17. They are opening the windows.
18. We are hurrying.
19. I am studying.
20. The men are buying cars.

Drill 10. - Addition

Give the following sentences and have the class repeat:

He is working, isn't he? Yes, he is.

They aren't coming, are they? No, they aren't.

Point out that for the present continuous the pattern for tail question and short answer follows the pattern we have used for am, is and are.

Give a statement; the class repeats the statement, adds a tail question, and gives the short answer, as in the examples above.

1. Ali is sleeping,
2. The painters are working,
3. Your sister is coming,
4. Those boys are studying,
5. The clerk is writing,
6. The class is beginning,
7. They are closing the doors,
8. The tailor is working,
9. The office isn't closing,
10. They aren't listening,
11. That woman isn't washing,
12. You aren't reading,
13. We aren't learning the lesson,
14. The students aren't sitting,
15. I'm not helping,
16. The fishermen are standing,
17. I am walking,
18. The men aren't stopping,
19. She is asking the teacher,
20. We aren't playing,

Drill 11. - Dictation

Briefly explain the procedure:

1. The students are to write a short paragraph, like the paragraphs they have seen in the comprehension and reading exercises.

2. The teacher will read the paragraph once; they listen. Then the teacher will dictate each sentence, and they must write exactly what they hear. The teacher will read the paragraph a third time, stopping after each sentence, to allow them to check their work.

3. The exercise books will be collected by the teacher. After the dictation is corrected, these books will be returned, and the students will write the correct paragraph at home.

Here is the paragraph for dictation:

This is a classroom. The students are sitting down. They are listening to their teacher. He is saying the new words.

Drill 12. - Expansion

Call the attention of the class to the following:

In this drill we introduce should.
Should is always followed by the simple form of the verb.
Like can, should is used with both singular and plural subjects.

Give the sentences and have the class repeat:

He should study.
I should come.
They should stand here.

For the drill, divide the class into two groups. Give a word or an expression; Group A uses this to complete the sentence:

He should ....

Group B replies with a statement in the present continuous, using the ing form of the given verb and stressing is:

He is ....

Example: Teacher: bring his umbrella
Group A: He should bring his umbrella.
Group B: He is bringing his umbrella.

Reverse the roles of the two groups in the middle of the drill.

1. help the girl
2. study
3. go there
4. walk
5. come
6. eat at the restaurant
7. say the sentence
8. hurry
9. sleep now
10. bring his umbrella
11. wash his car
12. begin the lesson
13. carry the chair
14. do his homework
15. play at the field
16. write the answers
17. learn the words
18. sit in front of the teacher
19. repeat the answer
20. change the sentence

Drill 13. - Transformation

a. Give these sentences and have the class repeat:

Ali should open the window.
Should Ali open the window?

Call the attention of the class to the word order in a question with should. Point out also that the short answer to the above question is: Yes, he should or No, he shouldn't.

Give a statement; the class changes it to a simple question, as in the example above.

1. I should stand by the wall.
2. Frank should be in his room.
3. They should bring some money.
4. We should take an umbrella.
5. You should do your homework.

6. The girls should wash the floor.
7. The barber should work.
8. The cook should clean the room.
9. They should be at home.
10. The man should bring his bag.
11. He should come on Tuesday.
12. The fat man should walk.
13. She should work at the bank.
14. We should watch TV.

b. Call the attention of the class to the fact that the negative of should is shouldn't or should not.

Give the sentences of a.; the class changes them to the negative, using the contracted form shouldn't.

Example: T: Ali should open the window.
S: Ali shouldn't open the window.

Drill 14. - Addition

The student hears the following sentences and repeats them:

The student should write the word, shouldn't he?
Yes, he should.

They shouldn't sleep in class, should they?
No, they shouldn't.

The attention of the student is called to the fact that for should the pattern for tail question and short answer follows the pattern he used for can.

The student hears a statement; he repeats the statement, adds a tail question, and gives a short answer, as in the examples above.

1. The boys should wash the car,
2. We should take some money,
3. He should work in the summer,
4. My brother should walk,
5. This man should carry the bag,
6. I should stand near the door,
7. You should listen,
8. Ali should be in his room,
9. He should watch the clerk,
10. We should buy a table,
11. I shouldn't ask that man,
12. The girls shouldn't look,
13. He shouldn't use the engine,
14. That boy shouldn't come,
15. It shouldn't stop,
16. We shouldn't be sick,

17. Frank shouldn't hurry,
18. Nancy shouldn't help,
19. We shouldn't sit,
20. I shouldn't eat now,

Drill 15. - Comprehension and Reading

For the first and second readings follow the directions given in Drill 12, Lesson 18. Inform the students that after the second reading they will be questioned about what they have heard, and they will also be asked to say whether statements about the reading are true or false. Give examples to illustrate the meanings of true and false.

Ali's New House

Ali has a new house. It was his uncle's house. It is near the Department of Education. The house is six years old. It's not very big, but it's useful. There are four rooms in the house.

Ali has a large family. There are his wife, Salma, his three children, and his young brother. Neither his father nor his mother are in this house. They have another house. Ali's brother is twelve years old. He is older than Ali's children.

After the second reading, give the statements below. Ask an individual student to listen and say whether the statement is true or false. If the statement is true, the student says "True" and repeats the statement. If the statement is false, the student says "False." Then ask a question, e.g., in 2., "Was Ali's house his father's house?" The student gives a short answer, "No, it wasn't." Then ask, "Whose house was it?" The student should reply: "It was his uncle's house."

1. Ali's house is new.
2. Ali's house was his father's house.
3. The house is behind the Department of Education.
4. The house is not very old.
5. It is ten years old.
6. The house is useful.
7. The house has three rooms.
8. Ali's family is large.
9. Ali's wife is Samira.
10. Ali has three children.
11. Ali's brother is young.
12. Ali's brother is twenty years old.
13. Ali's father is in the house.
14. Ali's mother is not in the house.
15. Ali's children are older than Ali's brother.

LESSON TWENTY

I BASIC TEXT

My name is Ali. I am from Bahrain. I work for the government at the Department of Agriculture. I am married and I have four children, three boys and one girl. My oldest son is four years old and the youngest is one year old. The girl is six years old. She is in school. She is in the first grade.

II PRONUNCIATION

Drill 19. ŋ vs nk

sing	sink
thing	think
sung	sunk
rang	rank
wing	wink
ping	pink
sang	sank
tang	tank

a. Give the words of the first column; class listens.
b. Give the words of the first column; class repeats.
c. Follow the same procedure for the words of the second column.
d. Give the minimal pairs; the class repeats.
e. To test discrimination, have the students prepare a piece of paper, with the numbers 1 to 7 written one under the other in a column. Books must be closed.

Explain that the students will hear a set of three words. Only one word is different; the other two are the same. He must choose the word that is different and write the number of that word next to the number on his paper.

Example: The student hears: tan tang tan

The second word is different, so on his paper he writes the number 2.

Give the following sets of words:

1.	rank	ran	rank
2.	sing	sink	sink
3.	pink	pink	ping
4.	win	win	wink
5.	wink	wing	wink
6.	rank	rang	rang
7.	bank	ban	bank

f. Give the following sentences; the class repeats.

1. I think he has nothing.
2. Did you say sing or sink?
3. We heard a bang at the bank.
4. Can you bring it to the brink?

III VOCABULARY

1. me
2. him
3. her (pron.)
4. us
5. them
6. court
7. grocery
8. farm
9. hotel
10. camp
11. hospital
12. clinic
13. Dept. of Agriculture
14. ship
15. sea
16. shop
17. airport
18. market
19. to
20. from
21. why
22. because
23. myself
24. yourself
25. himself
26. herself
27. itself
28. ourselves
29. yourselves
30. themselves

IV DRILLS

Drill 1. - Transformation

Students change the following sentences to the singular:

Examples: T: They are lawyers.
S: He is a lawyer.

T: Are these women teachers?
S: Is this woman a teacher?

1. They are lawyers.
2. Are those men doctors?
3. They are not dentists.
4. We are not fishermen.
5. Are they engineers?
6. Are you servants?
7. We are operators.
8. Are these women teachers?
9. Are they policemen?
10. The girls are secretaries.
11. They are not painters.
12. Aren't we officers?
13. They are soldiers.
14. Those women are very good cooks.
15. The men are not mechanics.
16. Are you merchants?
17. We are not carpenters.
18. The girls are not barbers.
19. They are not policemen.
20. Aren't they judges?

Drill 2. - Question - Answer

Give the following questions and answers and have the class repeat:

Who's that? That's Ali.

What is he? He's a lawyer.

Point out that a question with who generally asks for a person's name, as compared with a question with what, which usually asks for a person's work or profession.

For the drill the class is divided into two groups. Group A asks a question; when Group B hears a name it uses it for the answer. Group A then asks another question; when Group B hears a word it uses it for the answer, as in this example:

Example: Group A: Who's that?
Teacher: Ali
Group B: That's Ali.
Group A: What is he?
Teacher: lawyer
Group B: He's a lawyer.

The roles of the two groups are reversed in the middle of the drill.

1.	Ali	lawyer
2.	Faisal	doctor
3.	George	soldier
4.	Tom	servant
5.	Aziz	merchant
6.	Hassan	farmer
7.	Jasim	judge
8.	Salim	engineer
9.	Hamad	operator
10.	Abbas	officer
11.	Frank	cook
12.	Fahd	fisherman
13.	Mohammad	teacher
14.	Abdulla	mechanic
15.	Ahmad	dentist
16.	Fred	barber
17.	John	grocer
18.	Peter	carpenter
19.	Abdul-Aziz	painter
20.	Henry	tailor

Drill 3. - Replacement

Inform the class that in this drill we introduce the object pronouns. Point out to the students that they have already had the personal pronouns as subjects. Call their attention to the following list of the pronouns as subject, and the corresponding object pronouns, which are used as objects after prepositions or verbs.

Give the following pairs and have the class repeat:

I-me
you-you
he-him
she-her
it-it

we-us
you-you
they-them

a. Give a sentence; the class replaces the noun by the correct object pronoun. Then give the correct sentence and have the class repeat.

Examples: T: I am bringing the mechanic.
S: I am bringing him.

T: He is starting the engine.
S: He is starting it.

1. He's taking the books.
2. She's carrying the bag.
3. He's thanking the doctor.
4. I am watching the clerk.
5. We are opening the books.
6. You are doing the homework.
7. She's helping that woman.
8. They are sleeping in that room.
9. I am taking the car.
10. She's sitting near the windows.
11. You are writing your names.
12. He's asking the girl.
13. They're carrying the bag.
14. We are repeating the words.

b. Inform the class that in some sentences of this part of the drill we use the preposition with.

Ask an individual student to complete a sentence below, using the correct form of the pronoun in brackets.

Example: 1. He should come with (I) ....
Student: He should come with me.

1. He should come with (I) ....
2. They are watching (we) ....
3. Can I come with (you) ....
4. You should put (they) .... on the table.
5. She can't open (it) ....
6. Is he going with (we) ....
7. He is playing at the field with (they) ....
8. Are you taking (we) .... there?
9. He's watching TV with (I) ....
10. Can she study with (we) ....

Drill 4. - Repetition

a. Give each of the following twice; the class listens and repeats.

court
grocery
farm
ship
hotel
camp
clinic
hospital
Department of Agriculture
sea
shop
airport
market

b. Give two words or expressions; the class uses them in the blank spaces to complete these sentences:

My friend is a/an .... He's working at the ....

Example: Teacher: dentist-clinic
Class : My friend is a dentist. He's working at the clinic.

1. lawyer-court
2. soldier-camp
3. cook-restaurant
4. farmer-farm
5. servant-hotel
6. grocer-grocery
7. merchant-market
8. officer-airport
9. tailor-shop
10. fisherman-sea
11. policeman-court
12. barber-shop
13. judge-court
14. doctor-hospital
15. mechanic-garage
16. engineer-Department of Agriculture
17. carpenter-workshop
18. painter-shop

Drill 5. - Substitution

Inform the class that in this drill we introduce the prepositions to and from.

Write the following sentences on the board:

I am going to the door.
I am coming from the door.

Then, as you say each sentence, demonstrate its meaning by performing the action indicated.

Ask individual students to go to different objects in the classroom and to come back from them; have them say, as they perform the actions: "I am going to ......" and "I am coming from....."

For the drill divide the class into two groups.

a. Give a word; group A uses it to complete this sentence:

Where are the .... going?

Give another word; Group B uses it to complete this sentence:

They're going to the ....

Example: Teacher: soldiers
Group A: Where are the soldiers going?
Teacher: camp
Group B: They're going to the camp.

1.	doctors	hospital
2.	lawyers	court
3.	farmers	farm
4.	cooks	restaurant
5.	operators	airport
6.	tailors	shop
7.	servants	hotel
8.	fishermen	ship
9.	mechanics	garage
10.	grocers	grocery
11.	merchants	market
12.	painters	shop
13.	judges	court
14.	barbers	shop

b. For this part of the drill change the roles of the two groups. Give a word; Group B uses it to complete this question.

Are the .... coming?

Give another word; Group A uses it to complete this sentence:

Yes, they're coming from the ....

1.	secretaries	office
2.	women	store
3.	carpenters	shop
4.	dentists	clinic
5.	policemen	airport
6.	men	bank
7.	boys	greenhouse
8.	engineers	Department of Agriculture
9.	girls	post office
10.	doctors	hospital
11.	fishermen	ship
12.	cooks	restaurant
13.	clerks	office
14.	painters	shop

Drill 6. - Question - Answer

Call the attention of the class to the following:

A question with Why asks for the reason or cause of something. The word order after Why follows the pattern of the word after Where? When? What? e.g.,

Why is he going?
Where is he going?
When is he going?
What is he doing?

Questions with Why? usually have because in the answer.

Ask a question with Why? ; one student repeats it. Give a word; another student uses it in his answer, as in the example.

Example: T: Why is he going to the court?
S_1: Why is he going to the court?
T: lawyer
S_2: He is going to the court, because he is a lawyer.

1.	Why is he going to the court?	lawyer
2.	Why is she going to the office?	secretary
3.	Why is he going to the camp?	soldier
4.	Why are they going to the restaurant?	cooks
5.	Why is he going to the clinic?	dentist
6.	Why are they going to the hospital?	doctors
7.	Why are you going to the farm?	farmer
8.	Why are we going to the market?	merchants
9.	Why is he going to the sea?	fisherman
10.	Why are you going to the garage?	mechanic
11.	Why are they going to the hotel?	servants
12.	Why are they going to the court?	judges
13.	Why is he going to school?	teacher
14.	Why are they going to the ship?	fishermen
15.	Why is he going to the camp?	officer

Drill 7. -

Give a word; S_1 uses it in the blank space to complete this question:

Where should the .... be?

Give an expression; S_2 uses the word given to S_1 in the first blank space, and the expression in the second blank space to complete this answer:

The .... should be ....

Example: T: lawyer
S_1: Where should the lawyer be?
T: at the court
S_2: The lawyer should be at the court.

Reverse the roles of the two groups in the middle of the drill.

1.	fisherman	at the sea
2.	airplane	at the airport
3.	cook	at the restaurant
4.	tailor	at the shop
5.	grocer	at the grocery
6.	farmer	at the farm
7.	painter	at the shop
8.	judge	at the court

9.	soldier	at the camp
10.	merchant	at the market
11.	secretary	at the office
12.	carpenter	at the workshop
13.	officer	at the camp
14.	doctor	at the hospital
15.	barber	at the shop
16.	mechanic	at the garage
17.	dentist	at the clinic
18.	lawyer	at the court
19.	servant	at the hotel
20.	operator	at the office

Drill 8. - Substitution

Inform the class that this drill introduces the emphasizing pronouns. Give the following sentence and have the class repeat:

I am working here myself.

Point out that myself is called an emphasizing pronoun, and call attention to its position in the sentence.

Give twice each pair of the following personal pronouns and the corresponding emphasizing pronouns; the class repeats. (Give also it)

I-myself
you-yourself
he-himself
she-herself
it-itself
we-ourselves
you-yourselves
they-themselves

Students substitute for He the word (s) the teacher gives and make the necessary changes.

Base Sentence: He is going to school himself.

T: those students
S: Those students are going to school themselves.

1. He
2. The girls
3. We
4. You (sing.)
5. Ali
6. Salma
7. The boys
8. She
9. We
10. You (plural)
11. Frank
12. You and I
13. The teachers
14. Jasim
15. They
16. Samira
17. John
18. The clerks
19. The students
20. I
21. Thani

Drill 9. - Question - Answer

Ask a question; S_1 answers in the affirmative and S_2 answers in the negative, as in the examples, and using the contracted form can't.

Examples: T: Can he do that himself?
S_1: Yes, he can do that himself.
S_2: No, he can't do that himself.

T: Can you carry that yourself?
S_1: Yes, I can carry that myself.
S_2: No, I can't carry that myself.

1. Can he do that himself?
2. Can you carry that yourself?
3. Can they read that themselves?
4. Can she answer that herself?
5. Can you buy that yourself?
6. Can you take that yourselves?
7. Can he write that himself?
8. Can she sit there herself?
9. Can we watch it ourselves?
10. Can you go there yourselves?
11. Can he work there himself?
12. Can they come here themselves?
13. Can I eat that myself?
14. Can she bring that herself?
15. Can we use that ourselves?
16. Can I stand there myself?
17. Can you answer that yourselves?
18. Can he buy that himself?
19. Can we go there ourselves?
20. Can I open that myself?

Drill 10. - Question - Answer

Ask a question; the class answers as in the examples.

Examples: T: Shouldn't he carry that bag?
S: Yes, he should carry that bag himself.

T: Shouldn't I thank the doctor?
S: Yes, you should thank the doctor yourself.

1. Shouldn't he carry that bag?
2. Shouldn't I thank the doctor?
3. Shouldn't we begin the lesson?
4. Shouldn't they help this soldier?
5. Shouldn't we ask the office?
6. Shouldn't he wash the car?
7. Shouldn't they bring the judge?
8. Shouldn't she write the answer?
9. Shouldn't I stop the engine?

10. Shouldn't he give the money?
11. Shouldn't she read the newspaper?
12. Shouldn't we go to the market?
13. Shouldn't he buy the oranges?
14. Shouldn't I change the operator?
15. Shouldn't you go with him?
16. Shouldn't she close the windows?
17. Shouldn't they find the mechanic?
18. Shouldn't we read that?
19. Shouldn't he clean the desk?
20. Shouldn't I ask the doctor?

Drill 11. - Comprehension and Reading

For the first and second readings follow the directions given in Lesson 18. Inform the students that after the second reading they will be questioned about what they have heard, and they will be asked to write some sentences about the reading.

My School

This is my school. It has a beautiful library. The library has many books. Many students are studying in the library. There is a parking lot opposite the library. The teachers and some students are using the parking lot. There are nine cars in the parking lot. There is a travel office near my school. There is a bus station too. Some students are taking a bus at the bus station. They are going home.

Ask these questions and direct the students to give full, complete answers.

1. Does the school have a beautiful library?
2. The library doesn't have many books, does it?
3. What are the students doing in the library?
4. Where is the parking lot?
5. Who is using the parking lot?
6. How many cars are there in the parking lot?
7. Where is the travel office?
8. What are the students doing at the bus station?
9. Where are the students going?
10. Are there any students in the travel office?

After doing the questions, write on the board, in mixed order, the new words that occur in the reading passage. Then call on individual students and ask them to complete the following sentences by filling in the blank spaces. For homework, give this as a written assignment.

My school has a beautiful .... there are many .... in the library. There are nine cars in the .... It is .... the library. There is a .... near my school. There is a bus at the ....

Drill 12. - Question-Answer

The student hears a question; he answers as in the example.

Example: T: Can he be either a lawyer or a dentist?
S: He can be neither a lawyer nor a dentist.

1. Can he be either a carpenter or a mechanic?
2. Can he be either a policeman or a soldier?
3. Can he be either a grocer or a farmer?
4. Can he be either a judge or a teacher?
5. Can he be either an operator or an engineer?
6. Can he be either a cook or a barber?
7. Can he be either a painter or a mechanic?
8. Can he be either a doctor or a dentist?
9. Can he be either an officer or a professor?
10. Can he be either a servant or a carpenter?
11. Can he be either a tailor or a merchant?
12. Can he be either a secretary or a policeman?
13. Can he be either a teacher or a doctor?
14. Can he be either a clerk or a painter?
15. Can he be either a farmer or a fisherman?

Drill 13. - Addition

The student hears a statement; he repeats the statement and adds a tail question.

Examples: T: He's a good doctor,
S: He's a good doctor, isn't he?

T: He wasn't an important officer,
S: He wasn't an important officer, was he?

1. He's a new secretary,
2. He's a wonderful operator,
3. He was a good engineer,
4. He wasn't a good cook,
5. He wasn't an old farmer,
6. He isn't a strong soldier,
7. He's a fat carpenter,
8. He isn't a young teacher,
9. He wasn't a big policeman,
10. He wasn't a good lawyer,
11. He's a handsome dentist,
12. He was a useful servant,
13. He was a tall barber,
14. He's an important officer,
15. He isn't a clean painter,
16. He wasn't a good merchant,
17. He was a healthy clerk,
18. He isn't a young doctor,

19. He's a short mechanic,
20. He wasn't a good grocer,

Drill 14. - Substitution

For this drill the class is divided into two groups. When S_1 hears a word, he uses it to complete this question:

Where are those ...... working now?

When S_2 hears an expression, he uses it to complete this sentence:

They're working ....

1.	soldiers	at the camp
2.	clerks	at the office
3.	mechanics	at the garage
4.	servants	at the hotel
5.	merchants	at the market
6.	judges	at the court
7.	painters	at the shop
8.	farmers	at the farm
9.	grocers	at the grocery
10.	doctors	at the hospital
11.	dentists	at the clinic
12.	lawyers	at the court
13.	students	at the library
14.	engineers	at the airport
15.	cooks	at the restaurant
16.	policemen	at the bus station
17.	barbers	at the shop
18.	officers	at the camp
19.	carpenters	at the workshop
20.	secretaries	at the office

Drill 15. - Question - Answer

The student hears a question; he answers as in the example.

Examples: T: Is he writing the letter?
S: Yes, he's writing the letter himself.

T: Are they asking the judge?
S: Yes, they're asking the judge themselves.

1. Is he giving the money?
2. Is he opening the door?
3. Are they helping that soldier?
4. Am I going to that school?
5. Is she beginning the lesson?
6. Are we reading the new book?
7. Is he studying in the library?
8. Is he changing the operator?
9. Is she buying the chair?

10. Are they starting the engine?
11. Are you carrying the bag? (we)
12. Are you doing the homework? (I)
13. Is she coming here?
14. Are they taking the exam?
15. Are we using this picture?
16. Is he bringing the mechanics?
17. Am I stopping the car?
18. Is he walking with us?
19. Are they buying the table?
20. Is he closing the windows?

LESSON TWENTY-ONE

I DRILLS

Drill 1. - Review - Transformation

Explain that in this drill each sentence is an answer to a question and that the underlined word or words suggest the question word to be used in asking the question.

Give a sentence to an individual student; he looks at the underlined word or words and asks the question.

Examples: T: He is carrying the pictures.
S: What is he carrying?

T: This was Salim's book.
S: Whose book was it?

1. Those are answers.
2. The students are in class.
3. John was here on Wednesday.
4. Those are Fatima's books.
5. His father is a doctor.
6. There were five boys at home.
7. I am fine.
8. His books are red.
9. The teacher was here at noon.
10. Their father was a lawyer.
11. They are playing at home.
12. I can't play, because I'm sick.
13. It's ten minutes past four.
14. She is cleaning the room.
15. My father is sixty years old.
16. The dentist was at the clinic.
17. This is the teacher's office.
18. They were behind the teacher.
19. That tall man is Sami.
20. They're studying, because they have exams.

Drill 2. - Review - Written

Explain that in this drill each group of words forms a sentence, either a statement or a negative statement or a question. The students must put the words in the correct order. Have all the class do each sentence with paper and pencil and ask the students to raise their hands as they finish the sentence. Call on a student and ask him to give his sentence.

1. are at the cafeteria the students eating
2. other where the are pencils?
3. neither a is doctor lawyer he nor a
4. in the morning study Jasim should

5. he's no playing not
6. big that isn't house very
7. hot summer it the in Dhahran is in?
8. too doctor handsome the is
9. studying he an is because has he exam
10. father man is your strong a?
11. office he on his is Monday at in ten o'clock
12. can neither farmer he barber a be a nor
13. time it is what?
14. another I book have don't
15. window open the don't
16. words learn new these
17. this answer he question can't
18. was school last he at week
19. old years I seventeen am
20. was wonderful his mother a woman

Drill 3. - Review - Question - Answer

Ask a question; the class answers as in the example, using pronouns in place of nouns.

Examples: T: Why are you helping Ali?
S: I'm helping him, because he can't do it himself.

T: Why are you helping me?
S: I'm helping you, because you can't do it yourself.

1. Why are you helping Salma?
2. Why are you helping those boys?
3. Why are you helping Fred?
4. Why are you helping us?
5. Why are you helping her?
6. Why are you helping Salim?
7. Why are you helping that man?
8. Why are you helping them?
9. Why are you helping the clerk?
10. Why are you helping your cook?
11. Why are you helping his sister?
12. Why are you helping the soldiers?
13. Why are you helping her aunt?
14. Why are you helping their father?
15. Why are you helping my friends?
16. Why are you helping the servant?
17. Why are you helping his mother?
18. Why are you helping those mechanics?
19. Why are you helping Nancy?
20. Why are you helping our neighbors?

Drill 4. - Review - Written

Ask an individual student to complete one of the following sentences, using a preposition we have learned thus far.

1. The chalkboard is .... the wall.
2. The teacher is .... the class.
3. The piece of chalk is ..... the table.
4. He is .... the swimming pool.
5. They have a meeting ...... eight o'clock.
6. The holiday is .... July.
7. The holiday is .... July 5.
8. The children are coming .... school.
9. We have a class .... Tuesday.
10. She is playing .... her borther.
11. They were here .... quarter to three.
12. It's ten o'clock .... the evening.
13. You can see him .... night.
14. Is he coming .... the spring?
15. Thursday is .... Friday.

Drill 5. - Review - Transformation

Ask students to change the following to the negative.

1. Those men are good engineers.
2. The book was on the table.
3. His house is near the school.
4. There are five teachers in this room.
5. The boys are watching TV.
6. There are some oranges here.
7. He can carry those heavy bags.
8. He was an officer last year.
9. She is either a secretary or a clerk.
10. I have a meeting at nine o'clock.
11. Open the window.
12. Are they coming to school today?
13. You can find the doctor at his clinic.
14. He has some money behind the picture.
15. They should go to the dentist.
16. Go to the door.
17. They are either here or there.
18. Learn these words.
19. She has a large house.
20. They are buying some apples.

Drill 6. - Review - Variable Substitution

Base sentence: He is a carpenter.

1. policeman
2. engineer
3. they
4. question
5. statement
6. negative
7. mechanic
8. last year
9. I
10. fisherman
11. doctor
12. present
13. statement
14. can bring

15. negative
16. should
17. they
18. we
19. statement
20. she

Drill 7. - Review - Transformation

The Students change the following to the simple past.

1. They are here.
2. He is not important.
3. Why is it necessary?
4. It is not clean.
5. She is not very old.
6. Who is that?
7. There are two stores.
8. Where is the light?
9. I am not in my office on Friday.
10. Is he a strict teacher.
11. What time is it?
12. Those people are his neighbors.
13. When is the meeting?
14. How many charis are there in the room?
15. What color is your house?
16. Are they friends?
17. Am I not your friend?
18. It is a dirty room.
19. It is hot, because it is summer.
20. They are wonderful engineers.

Drill 8. - Review - Pronunciation

Books must be closed. Before the drill begins the student prepares a piece of paper with the numbers 1 to 10 written one under the other in a column; in the middle of the page he then writes another column with the numbers from 1 to 10.

a. The first column is used for this part of the drill. The student hears a set of three words; he must choose the word which has a sound different from the sound of the other words. He writes the number of that word next to the number on his paper.

Example: The student hears: 1. look look luck

The third word has a sound different from the other words, so next to 1. on his paper he writes the number 3.

1. look lock lock
2. sock suck sock
3. lucks locks lucks
4. hut hut hot
5. dock dock duck

6.	cut	cot	cot
7.	psalm	some	psalm
8.	suck	suck	sock
9.	locked	looked	looked
10.	lucked	looked	lucked

b. The second column is used for this part of the drill. The student hears two words; if the sound of the two words is exactly the same, he writes S next to the number; if the sound of the two words is different, he writes D next to the number. He then hears another pair of words and does the same.

1.	ounce	ounce
2.	ice	ice
3.	cut	cot
4.	took	tuck
5.	snug	sun
6.	room	womb
7.	hoe	how
8.	red	led
9.	suck	suck
10.	mink	ming

Drill 9. - Pronunciation

Drill 20. t vs. d

Note: Initial and medial t and d sounds are not difficult for Arab students, but final t and d sounds constitute a problem. Many students fail to enunciate these end-sounds of words.

bit-bid
beat-bead
sat-sad
hat-had

bet-bed
let-led
seat-seed
feet-feed

a. Give the words of the first column; the class listens.
b. Give the words of the first column; the class repeats.
c. Follow the same procedure for the words of the second column.
d. Give the minimal pairs; the class repeats.
e. Point out that as in the case of n the tongue touches the ridge of the teeth in the pronunciation of t and d. t is voiceless, and d is voiced.
f. Give the minimal pairs again; the class repeats.
g. Give the following sentences; the class repeats.

1. He had a red hat.
2. Did you say feet or feed?
3. The sad man sat on the mat.
4. He doesn't need a neat secretary.
5. I bet he fed the mad cat.

Drill 10. - Substitution

Call the attention of the class to the following:

This drill introduces must. Students should not be concerned about the shades of meaning at this point. Like can and should, must is used with both singular and plural subjects, and is always followed by the simple form of the verb.

Give the following sentences and have the class repeat:

He must hurry.
I must go home.
They must eat.

a. Give a verb; the class uses it in the blank spaces to complete this sentence:

I must .... now, and he must .... too.

1. work
2. listen
3. write
4. begin
5. stand up
6. sit down
7. stop
8. read
9. repeat

b. Give an expression; the class uses it in the blank spaces to complete this sentence:

You must ...., and we must .... too.

1. come at five o'clock
2. say the sentence
3. begin the lesson
4. do the homework
5. write the answers
6. listen to the teacher
7. learn the new words
8. use a pencil
9. go home
10. eat at eight o'clock

Drill 11. - Transformation

Point out that the contraction of must is must or mustn't.

Give a command; the class answers with I mustn't, as in the example.

Examples: T: Open your book.
S: I mustn't open my book.

T: Say that word.
S: I mustn't say that word.

1. Clean the board.
2. Eat those apples.
3. Write the sentences.
4. Sleep in the office.
5. Come here at night.
6. Write his name.
7. Use a pen.
8. Stand there.
9. Say that.
10. Ask your brother.
11. Walk near the fan.
12. Carry that bag.
13. Play in the room.
14. Watch those boys.
15. Read that.
16. Begin the drill.
17. Change the sentence.
18. Start the lesson.
19. Stop the engine.
20. Sit on the desk.

Drill 12. - Transformation

Give these sentences and have the class repeat:

Salim must go there
Must Salim go there?

Call the attention of the class to the word order in a question with must. Point out also that the short answer to the above question is: Yes, he must or No, he mustn't.

Give a sentence; the class changes it to a simple question, as in the example above.

1. I must go there.
2. You must read this.
3. She must clean the room.
4. They must spell the words.
5. He must take his book.
6. We must write in English.
7. Frank must use a pencil.
8. You must do that.
9. Laila must carry her bag.
10. They must sleep in this place.
11. She must learn these words.
12. We must close our books.
13. He must do his homework.
14. They must sleep at ten o'clock.
15. I must study this.
16. She must watch the teacher.
17. They must repeat after the teacher.
18. He must start the lesson.
19. We must say the sentence.
20. You must open your book.

Drill 13. - Dictation

Follow the procedure for dictation indicated in Lesson 19.

The students are studying now. They are learning the new words themselves. They have an exam tomorrow. The exam is at eight o'clock in the morning.

Drill 14. - Structure Drill

Inform the class that this drill introduces the past continuous tense. Point out that the past continuous indicates that an action was going on in the past; it is formed as follows:

was/were + -ing form

Give these examples and have the class repeat:

He was reading a book.
They were playing at the field.

Give a verb; S_1 uses it in the -ing form to complete these sentences:

I was ...... He was ..... with me.

S_2 uses the -ing form of the same verb to complete this sentence:

We were .... together.

Example: T: play
S_1: I was playing. He was playing with me.
S_2: We were playing together.

Reverse the roles of the two students in the middle of the drill.

1. work
2. go
3. walk
4. start
5. come
6. eat
7. buy
8. watch
9. play
10. read
11. spell
12. listen
13. write
14. stand
15. repeat
16. sit
17. study
18. look

Drill 15. - Question - Answer

Ask students to answer as in the example.

Example: T: Are they playing now?
S: They're not playing now, but they were playing before.

T: Are they washing the car now?
S: They're not washing the car now, but they were washing it before.

1. Are they eating now?
2. Are they studying now?
3. Are they watching TV now?
4. Are they sleeping now?
5. Are they hurrying now?
6. Are they reading now?
7. Are they taking the bag now?
8. Are they saying the word now?
9. Are they listening now?
10. Are they working now?
11. Are they opening the door now?
12. Are they buying the chair now?
13. Are they walking now?
14. Are they writing now?
15. Are they repeating now?
16. Are they carrying the desk now?
17. Are they starting the engine now?
18. Are they using the calendar now?
19. Are they sitting now?
20. Are they looking now?

Drill 16. - Comprehension and Reading

Ali

Ali is a very lucky man. He's from Kuwait. He's twenty-three years old. He has a lot of friends. Some of his friends are his neighbors, and the others are his relatives. Ali is stuyding Arabic now at Cairo University. Last year he was studying history at Kuwait University. He can be a good teacher.

After the second reading, follow the true or false procedure indicated in Lesson 19.

1. Ali's friends are lucky.
2. Ali is a Bahraini.
3. Ali is a young man.
4. Ali is thirty-two years old.
5. Ali doesn't have any friends.
6. Ali's friends are his relatives.
7. Ali is learning Arabic now.
8. Ali is studying Arabic at Kuwait University.
9. Ali is not studying Arabic now.
10. Ali is a good teacher.

After finishing the work with these statements, read the paragraph a third time. Have the students practice reading, as indicated in Lesson 18.

Drill 17. - Review - Question - Answer

Ask an individual student two or three of the following questions; he gives a full answer to each question. Then go on to another student. Each time a student replies, give the correct answer and have all the class repeat.

1. What's today?
2. What's the date today?
3. What time is it now?
4. Were you at school yesterday?
5. Is tomorrow a holiday?
6. How is the weather today?
7. Is it worse or better than yesterday?
8. How many classes do you have today?
9. What time is the first class?
10. How old are you?
11. When were you born?
12. Are you married or single?
13. How many brothers and sisters do you have?
14. What are you doing now?
15. Can you come with me to the post office?
16. You should study tonight, shouldn't you?
17. Why are you watching your friend?
18. Do you have homework tonight?
19. You can do it yourself, can't you?
20. Can the other students do it themselves?

LESSON TWENTY-TWO

I DIALOG

Buying A Car

Hello, Ali. What are you doing?	Oh, I'm just reading the newspaper.
It's nice to have so much time.	You shouldn't talk. You are a half hour late yourself.
What's the news? Is there anything important?	No, not much.
Are you looking for something?	If you must know, I am looking for a car.
A car? Where's the money coming from?	Don't worry. I had a surprise in the mail yesterday.
It certainly is a surprise. You borrowed some money from me last week.	That's life. It's full of surprises.

II PRONUNCIATION

Drill 21. f vs. v

fan	van	leaf	leave
fat	vat	life	live
feel	veal	fife	five
fine	vine	half	have
file	vile	surf	serve

a. Give each word of column one; the class listens.
b. Give each word of column one; the class repeats.
c. Follow the same procedure with column two.
d. Give each minimal pair from columns one and two; the class repeats.
e. Follow steps a, b, c, and d with columns three and four.
f. Demonstrate that both f and v have the same point of articulation. In the pronunciation of both sounds the lower lip is against the upper teeth. The two sounds differ in voicing: f is voiceless; v is voiced.
g. Give the minimal pairs again; the class repeats.
h. Give the following sentences; the class repeats.

1. Leave the leaf on the tree.
2. I have a class at half past five.
3. The fan is in the van.
4. It is vile to file that report.
5. There was a fat rat in the vat.

III VOCABULARY

1. just (adv.)
2. late
3. if
4. worry
5. surprise
6. mail
7. life
8. full of
9. borrow
10. while
11. ago
12. great
13. serious
14. smart
15. honest
16. careful
17. brave
18. friendly
19. happy
20. rich
21. busy
22. generous
23. hardworking
24. lazy
25. dishonest
26. careless
27. proud
28. polite
29. sad
30. poor
31. kind

IV DRILLS

Drill 1. - Substitution

Students substitute for serious the following items:

My friend is a serious man.

1. smart
2. honest
3. careful
4. brave
5. friendly
6. happy
7. rich
8. busy
9. generous
10. hardworking
11. lazy
12. dishonest
13. careless
14. proud
15. polite
16. sad
17. poor
18. kind

Drill 2. - Substitution

Students substitute for doctors and careful the following:

Doctors should be careful.

1.	teachers	great
2.	fathers	generous
3.	friends	honest
4.	students	serious
5.	mechanics	smart
6.	soldiers	brave
7.	officers	proud
8.	neighbors	friendly
9.	students	hardworking
10.	merchants	busy
11.	mothers	kind
12.	policemen	brave
13.	children	happy
14.	operators	careful
15.	farmers	hardworking
16.	boys	polite
17.	engineers	smart
18.	relatives	kind
19.	barbers	careful
20.	servants	busy

After the drill point out that in the above drill plural nouns are used in a general sense, and hence without the article the.

Drill 3. - Transformation

Each sentence has three words in brackets; one of these words should not be there. Find the word and use it in a negative sentence, as in the example.

Example: T: Students should be (careful, serious, lazy)
S: Students should not be lazy.

In the drill, give the sentence below; ask an individual student to repeat it, find the word that is not wanted, and then say the negative sentence. Then give the correct negative sentence and have all the class repeat.

1. Students should be (careful, serious, lazy).
2. Doctors should be (careful, dirty, honest).
3. Carpenters should be (hardworking, smart, dishonest).
4. Officers should be (weak, brave, strict).
5. Farmers should be (smart, sad, hardworking).
6. Secretaries should be (careless, serious, honest).
7. Mothers should be (generous, careless, happy).
8. Children should be (dirty, polite, friendly).
9. Relatives should be (kind, generous, useless).
10. Mechanics should be (careless, smart, serious).

Drill 4. - Question - Answer

Ask an individual student two or three of the following questions; he gives a full answer to each question. Then go on to another student.

1. What's today?
2. What's tomorrow?
3. What was yesterday?
4. How are you, ...?
5. What are you studying now?
6. What were you studying last year?
7. Who is your teacher?
8. What is your father?
9. Who is your father?
10. What time is it now?
11. What time is your first class?
12. How many classes are there every week?
13. What month is after this month?
14. What day is before Wednesday?
15. Where are you from?
16. Where were you living last year?
17. Does Qatar have many large cities?
18. What were you doing while the teacher was saying the new words?
19. Can you buy a very expensive car?
20. You shouldn't eat in this room, should you?

Drill 5. - Addition

The student hears the following sentences and repeats them:

He must write the answer, mustn't he? Yes, he must.
Those men mustn't work at night, must they? No, they mustn't.

The attention of the student is called to the fact that for must the pattern for tail question and short answer follows the pattern he used for can and should.

Students add tail questions to the following:

1. He must go on Monday,
2. She must clean the table,
3. You must read this book,
4. They must do the homework,
5. We must come at noon,
6. You must do it yourselves,
7. The boys must walk,
8. Salma must stand there,
9. Fred must write his name,
10. We must carry those bags,
11. I mustn't say it myself,
12. He mustn't come with us,
13. They mustn't sleep here,
14. We mustn't use that engine,
15. Laila mustn't hurry,
16. The boys mustn't play at school,
17. You mustn't start the engine,
18. She mustn't ask the teacher,
19. They mustn't begin at six o'clock,
20. We mustn't change our places,

Drill 6. - Variable Substitution

Base sentence: I was studying at home.

1. he
2. they
3. question
4. my brother
5. John
6. statement
7. negative
8. we
9. you
10. your sister
11. statement
12. the girls
13. question
14. the doctor
15. I
16. we
17. statement
18. his brother

Drill 7. - Combination

Students combine the following statements as in the example:

Example: T: He is a doctor. He is careful.
He is a careful doctor.

1. He is a teacher. He is great.
2. He is a father. He is generous.
3. They are friends. They are honest.

Drill 8. - Transformation

a. Give these two sentences and have the class repeat:

He was opening the door.
Was he opening the door?

Call the attention of the class to the word order of a question with the past continuous. Point out also that the short answer to the above question is Yes, he was or No, he wasn't.

For this part of the drill, give a statement; the class changes it to a simple question.

1. I was cleaning the room.
2. She was bringing the books.
3. You were carrying the bag.
4. They were starting the drill.
5. We were going home.
6. He was helping the doctor.
7. They were asking the clerks.
8. I was stopping the engine.
9. You were writing the answers.
10. I was standing near the dentist.

b. Give the following sentences, first the statement and then the negative, and have the class repeat:

I was reading a book.	I was not reading a book. I wasn't reading a book.
He was playing at home.	He was not playing at home. He wasn't playing at home.
They were walking to the bank.	They were not walking to the bank. They weren't walking to the bank.

Point out that for the past continuous the pattern for changing to the negative follows the pattern we have used for was and were.

For the drill, give a statement; the class changes it to the negative as in the sentences above. For uniformity, the contracted forms wasn't and weren't should be used.

1. The lawyer was helping me.
2. My friend was sleeping.
3. I was going to the office.

4. The officers were standing.
5. You were doing that yourself.
6. The pilot was working at the airport.
7. We were bringing the new chairs.
8. The judges were watching the merchant.
9. He was taking the car himself.
10. Those farmers were coming to the house.

Drill 9. - Addition

Give the following sentences and have the class repeat:

He was studying, wasn't he? Yes, he was.
They weren't sleeping, were they? No, they weren't.

Point out that for the past continuous the pattern for tail question and short answer follows the pattern we have used for was and were.

Give a statement; students add tail questions.

1. Frank was working,
2. I was eating,
3. You were buying a car,
4. We were standing,
5. The policeman was walking,
6. You were going home,
7. The mechanic was helping me,
8. That clerk was writing,
9. The people were hurrying,
10. His wife was cooking,
11. The engineer wasn't looking,
12. The girls weren't studying,
13. The cook wasn't eating,
14. He wasn't listening,
15. The soldier wasn't sitting,
16. I wasn't playing,
17. The women weren't watching,
18. The air cooler wasn't starting,

Drill 10. - Question - Answer

Give a verb, S_1 uses the ing form of this verb to complete this question:

Why was he ....?

S_2 uses the ing form of the same verb to complete this answer:

He was ......, because all the students were ......

Example: T: study
S_1: Why was he studying?
S_2: He was studying, because all the students were studying.

Reverse the roles of the two groups in the middle of the drill.

1. play
2. read
3. hurry
4. stand
5. write
6. eat
7. sleep
8. ask
9. listen
10. sit
11. walk
12. work
13. go
14. repeat
15. look
16. help
17. learn
18. watch

Drill 11. - Substitution

Point out that in this drill we use while; it indicates one action was going on at the same time as another. Give this example and have the class repeat:

While one student was working, the others were playing.

Students substitute for working and playing the following items: They should use the ing forms of the verbs.

1.	eat	walk
2.	write	read
3.	sleep	study
4.	watch	listen
5.	come	go
6.	hurry	walk
7.	stand	sit
8.	repeat	listen
9.	walk	read
10.	help	sleep
11.	look	study
12.	watch	work
13.	begin	stop
14.	spell	listen
15.	play	work
16.	read	write

Drill 12.

Give an expression; S_1 uses it, with the ing form of the verb, to complete this sentence:

They were ....

Then ask a question: What about ......? S_2 gives a short answer with So, using was or were and the correct subject pronoun:

So, was/were ....

Examples: T: clean the room
S_1: They were cleaning the room.
T: What about the servant?
S_2: So was he.

T: close the windows
S_1: They were closing the windows
T: What about them?
S_2: So were they.

Explain that the question What about ....? means What can you say about ....? Point out also that the above use of So is similar to that found in Lesson 14. So comes at the beginning of the sentence and is followed by the verb.

Use a word or expression from the second column to ask the question.

1.	clean the room	the servant
2.	close the windows	you
3.	spell the words	the girl
4.	live in Dubai	him
5.	go to the bank	us
6.	open the books	the teacher
7.	wash the car	your father
8.	change the time	the women
9.	go home	you
10.	bring the engineers	that man
11.	do it themselves	Jasim
12.	play at the field	the others
13.	stop the engine	Salma
14.	ask the professor	us
15.	come from school	the other boy
16.	work at the garage	those men
17.	help the old man	my sister
18.	write in their books	his friends
19.	come from the shop	his mother
20.	buy oranges	you

Drill 13. - Question - Answer

Point out that in this drill we introduce ago. Ago is associated with past time.

Give a time expression; S_1 uses it to ask a question; then give a word and S_2 answers the question, using the word.

Examples: T: five minutes
S_1: Who was here five minutes ago?
T: doctor
S_2: The doctor was here five minutes ago.

1.	ten minutes	lawyer
2.	twenty minutes	cook
3.	thirty minutes	teacher
4.	a half hour	operator
5.	forty minutes	boy
6.	an hour	engineer
7.	two hours	mechanic
8.	three days	dentist
9.	a week	farmer
10.	two weeks	barber
11.	a month	painter
12.	four months	merchant
13.	a year	fisherman
14.	five years	officer
15.	ten years	secretary
16.	fifteen minutes	teacher
17.	twenty-five minutes	clerk
18.	six days	judge
19.	fifty minutes	policeman
20.	two years	carpenter

At the end of the drill draw the attention of the class to the fact that Arab students often have a tendency to equate ago with before, saying, e.g., before five minutes, instead of five minutes ago. Point out that English usage differs from Arabic in this and call attention also to the English word order.

Drill 14. - Question - Answer

Ask a question; S_1 repeats the question.
Give a time expression; S_2 uses it to answer, as in the example.

Example: T: When was the lawyer at the court?
S_1: When was the lawyer at the court?
T: ten minutes
S_2: He was at the court ten minutes ago.

Reverse the roles of the two students in the middle of the drill.

1. When was the teacher at school? two years
2. When was the tailor at the shop? five minutes
3. When was the soldier at the camp? a year
4. When were the merchants at the market? a half hour
5. When were the servants at the hotel? three hours
6. When were the doctors at the hospital? two days
7. When was the cook at the restaurant? two months
8. When was the carpenter at the workshop? twenty minutes
9. When were the secretaries at the office? two hours
10. When were the boys at the swimming pool? three weeks
11. When were your friends at the greenhouse? five hours
12. When was the judge at the court? six months
13. When was the barber at the shop? fifteen minutes
14. When was the farmer at the farm? eight hours
15. When was your father at the Department of Education? six weeks
16. When were the mechanics at the garage? twenty-five minutes

Drill 15.

Give a number; S_1 uses it to make a statement; S_2 asks a question; S_3 answers, as in the example.

Example: T: 20
S_1: He's 20 years old.
S_2: When was he born?
S_3: He was born 20 years ago.

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55
53
66
78
86

LESSON TWENTY-THREE

I DIALOG

Iwan Restaurant

Good morning, Hasan.	Good morning, Sami.
Where are you going?	I'm going to the restaurant?
Which restaurant?	Iwan Restaurant.
Oh yes. This is a very good restaurant, isn't it?	Yes, it certainly is. I like the food there.
What do they have?	They have chicken, rice, fish, meat.
Do you always go there?	I always go there for dinner. Sometimes I go for lunch, but I never go for breakfast.

II PRONUNCIATION

Drill 22: p vs. b

pet-bet
pig-big
pat-bat
pay-bay
pike-bike

rip-rib
nip-nib
tap-tab
cap-cab
rope-robe

a. Give the words of column one; the class listens.
b. Give the words of column one; the class repeats.
c. Follow the same procedure with column two.
d. Give each minimal pair from columns one and two; the class repeats.
e. Follow steps a,b,c, and d with columns three and four.
f. Point out that in the pronunciation of both p and b the lips are completely closed. p is voiceless; b is voiced.
g. Give the minimal pairs again; the class repeats.
h. Give the following sentences; the class repeats.

1. That pig is very big.
2. I bet this pet will beat the others.
3. This cap was in the cab.
4. This is a good bike for the pike.
5. Will you wrap the robe for me?

III VOCABULARY

a. - Repetition

1. water
2. tea
3. milk
4. coffee
5. food
6. bread

7. meat
8. cheese
9. butter
10. breakfast
11. lunch
12. dinner
13. rice
14. chicken
15. fish
16. sugar
17. soup
18. fruit
19. salad
20. cup
21. glass
22. dish
23. bowl
24. plate
25. much
26. too
27. sometimes

b. Substitution

IV DRILLS

Drill 1. - Substitution

Inform the class that in this drill the verb *have* is used with a meaning like *eat* or *drink*.

a. Give a word; the class uses it in the blank space to complete this sentence:

I have ...... for breakfast Monday morning.

tea
milk
coffee
bread
butter
cheese
meat
fruit

b. Follow the directions of a. above, but for this sentence:

I have ...... for dinner Friday evening.

soup
rice
chicken
fish
meat
bread
cheese
salad
fruit
coffee

c. Give the following and have the class repeat:

a cup
a glass
a piece
a dish
a bowl
a plate

Point out that these are count nouns and require the articule *a*. Point out also that as used in this drill they are followed by *of*.

Give an expression; the class uses it in the blank space to complete this sentence:

I have .... for lunch Wednesday noon.

a cup of tea
a glass of milk
a piece of bread
a dish of fruit
a bowl of soup
a plate of rice

Drill 2. - Question - Answer

Inform the class that in this drill we use the expression a lot of which was introduced in the Oral Comprehension selection of Lesson 21. Point out that a lot of may be used with both mass nouns and with count nouns.

Ask a question; the class gives a short affirmative answer and then a full answer, using a lot of, as in the examples.

Examples: T: Does your friend have any oranges?
S: Yes, he does, He has a lot of oranges.

T: Does your friend have any fruit?
S: Yes, he does. He has a lot of oranges.

1. Does your friend have any pencils?
2. Does your friend have any tea?
3. Does your friend have any meat?
4. Does your friend have any chairs?
5. Does your friend have any coffee?
6. Does your friend have any desks?
7. Does your friend have any rice?
8. Does your friend have any bread?
9. Does your friend have any apples?
10. Does your friend have any calendars?
11. Does your friend have any children?
12. Does your friend have any cheese?
13. Does your friend have any milk?
14. Does your friend have any tables?
15. Does your friend have any pens?
16. Does your friend have any fruit?
17. Does your friend have any meat?
18. Does your friend have any money?
19. Does your friend have any fish?
20. Does your friend have any bags?

Drill 3. - Repetition

Call the attention of the class to the fact that much is used with mass nouns, many with count nouns; as already seen, a lot of may be used with both classes of nouns.

Give each of the following, the class repeats.

a. much tea
much water
much coffee
much fruit
much milk
much bread
much meat
much salad
much butter
much cheese
much sugar
much soup
much salad
much money
much homework

b. many apples
many oranges
many chairs
many desks
many watches
many engines
many rooms
many offices
many friends
many boys
many doctors
many women
many bags
many secretaries
many cups of tea

Drill 4. - Substitution

a. Use substitutions from Drill 3 a. above.

He doesn't have ....

b. Use substitutions from Drill 3 b. above.

Were there ....?

Drill 5. - Substitution

Give a word; a student answers with a complete sentence, using the word with There is much or There are many, as the situation requires.

Examples: T: water
S: There is much water.

T: books
S: There are many books.

1. desks
2. money
3. tea
4. chairs
5. offices
6. food
7. coffee
8. bread
9. doctors
10. glass of milk
11. colors
12. cups of tea
13. butter
14. sugar
15. water
16. umbrellas
17. relatives
18. watches
19. rice
20. oranges
21. glass of water

Drill 6. - Question - Answer

Individual students give full answers to the following questions:

1. What was yesterday? What was the date?
2. How was the weather yesterday? Was it cloudy?
3. Wasn't it cooler a week ago?
4. Is that a clinic or a hospital?
5. Is Al-ein Hotel near the sea?
6. What were you doing an hour ago?
7. Where were you last night? Were you studying?
8. What were you studying two days ago?
9. Must you sit in that chair? Can you write the answer?
10. When were you at the post office?
11. What was the teacher doing while you were eating?
12. Is your doctor careless?
13. Is this glass full of water?

Drill 7. - Transformation

The student hears a statement; he answers, using the comparative as in the examples, and stressing this.

Examples: T: That doctor was certainly great.
S: This doctor was greater.

T: That student was certainly hardworking.
S: This student was more hardworking.

1. That dentist was certainly clean.
2. That woman was certainly kind.
3. That officer was certainly polite.
4. That clerk was certainly honest.
5. That father was certainly proud.
6. That lawyer was certainly rich.
7. That operator was certainly smart.
8. That engineer was certainly busy.
9. That soldier was certainly brave.
10. That boy was certainly serious.
11. That grocer was certainly poor.
12. That girl was certainly sad.
13. That painter was certainly lazy.
14. That tailor was certainly happy.
15. That fisherman was certainly sad.

Drill 8. - Expansion

The student hears a statement; he answers as in the example.

Example: T: He's old, but he should work.
S: He can't work, because he's too old.

1. He's old, but he should work.
2. He's poor, but he should come.
3. He's serious, but he should play.
4. He's fat, but he should sit.
5. He's sick, but he should eat.
6. He's lazy, but he should walk.
7. He's fat, but he should hurry.
8. He's young, but he should study.
9. He's weak, but he should try.
10. He's busy, but he should write.
11. He's sad, but he should watch.
12. He's careful, but he should begin.
13. He's fat, but he should hurry.
14. He's polite, but he should start.
15. He's tired, but he should work.
16. He's careless, but he should listen.
17. He's proud, but he should ask.
18. He's careless, but he should help.

Drill 9. - Substitution

The student hears a word; he uses it to complete this question:

Must he buy a lot of ....?

1. milk
2. tea
3. pencils
4. chairs
5. watches
6. rice
7. butter
8. cheese
9. pens
10. fruit
11. bread
12. sugar
13. chalk
14. cups
15. plates
16. meat
17. food
18. dishes
19. oranges
20. coffee
21. fish

Drill 10. - Question - Answer

The student hears a question; he answers, as in the examples, using much or many as the situation requires.

Examples: T: Do they always have a lot of milk?
S: No, they never have much milk.

T: Do they always have a lot of apples?
S: No, they never have many apples.

1. Do they always have a lot of coffee?
2. Do they always have a lot of meat?
3. Do they always have a lot of cups of tea?
4. Do they always have a lot of bags?
5. Do they always have a lot of books?
6. Do they always have a lot of money?
7. Do they always have a lot of bread?
8. Do they always have a lot of calendars?
9. Do they always have a lot of cheese?
10. Do they always have a lot of chicken?
11. Do they always have a lot of pictures?
12. Do they always have a lot of fruit?
13. Do they always have a lot of fish?
14. Do they always have a lot of food?
15. Do they always have a lot of chalk?
16. Do they always have a lot of salad?
17. Do they always have a lot of tea?
18. Do they always have a lot of glasses of milk?

Drill 11. - Transformation

a. Give a sentence; the class answers, using the comparative, as in the example.

Example: T: He's great, isn't he?
S: Yes, he is, and he can be greater.

1. He's smart, isn't he?
2. He's brave, isn't he?
3. He's friendly, isn't he?
4. He's happy, isn't he?
5. He's rich, isn't he?
6. He's busy, isn't he?
7. He's lazy, isn't he?
8. He's proud, isn't he?
9. He's sad, isn't he?
10. He's poor, isn't he?
11. He's kind, isn't he?
12. He's strict, isn't he?

Draw the attention of the class to these spellings: friendlier, happier, busier, lazier; also braver; sadder.

b. Follow the directions of a. above, but according to this example:

Example: T: He's serious, isn't he?
S: Yes, he is, and he can be more serious.

1. He's serious, isn't he?
2. He's honest, isn't he?
3. He's careful, isn't he?
4. He's generous, isn't he?
5. He's hardworking, isn't he?
6. He's dishonest, isn't he?
7. He's careless, isn't he?
8. He's polite, isn't he?

Drill 12. - Expansion

Give a sentence; the class replies as in this example:

Example: T: He's strong now.
S: Maybe he is, but he was stronger years ago.

1. He's smart now.
2. He's weak now.
3. He's happy now.
4. He's serious now.
5. He's generous now.
6. He's careful now.
7. He's rich now.
8. He's friendly now.
9. He's hardworking now.
10. He's great now.
11. He's polite now
12. He's lazy now.
13. He's poor now.
14. He's honest now.
15. He's kind now.
16. He's brave now.
17. He's handsome now.
18. He's careless now.
19. He's busy now.
20. He's dishonest now.

Drill 13. - Question - Answer

Inform the students that in this drill we introduce the intensifier too. Give these sentences and have the class repeat:

This watch is too expensive. I can't buy it.

Call the attention of the class to the following:

The word order, too expensive, is important; the intensifier too immediately precedes the adjective. Too implies a negative idea, something excessive or undesirable. Arab students need to be reminded that the intensifier too should not be substituted for very.

For the drill, ask a question; a student gives a short negative answer and then makes a statement, using too, as in the example:

Example: T: Can you begin this long drill?
S: No, I can't. It's too long.

1. Can you carry this heavy bag?
2. Can you wash this dirty car?
3. Can you eat this cold apple?
4. Can you start this old engine?
5. Can you open this large door?
6. Can you buy this expensive chair?
7. Can you change this useless clock?
8. Can you use this small desk?
9. Can you stop this cheap fan?
10. Can you take this long exam?
11. Can you write this important letter?
12. Can you see the small animal?
13. Can you sit on this hot floor?
14. Can you close this big window?

Drill 14. - Question - Answer

Ask a question, and then give a word; a student answers, using this word with too as in the example.

Example: T: Why can't he walk to school? sick
S: He can't walk to school, because he's too sick.

1. Why can't he take the money?	honest
2. Why can't he hurry?	weak
3. Why can't he buy a ship?	poor
4. Why can't he carry the money?	dishonest
5. Why can't he watch the children?	careless
6. Why can't he stand behind the picture?	important
7. Why can't he work in the winter?	old
8. Why can't he sleep?	serious
9. Why can't he go with them?	busy
10. Why can't he use the money?	rich
11. Why can't he give the example?	proud
12. Why can't he sit in this chair?	fat
13. Why can't he work at night?	lazy
14. Why can't he ask that question?	polite
15. Why can't he go to the workshop?	sick

Drill 15. - Dictation

Before beginning, remind the students of the need to indent the first word of the paragraph, to begin each sentence with a capital letter, and to end the sentence with a period or question mark, as needed.

Do you have a good doctor? Our doctor is very hardworking. He is very generous too. He was here ten minutes ago. He was carrying a heavy bag.

LESSON TWENTY-FOUR

I BASIC TEXT

Ali's Friend

Ali had a wonderful friend three years ago. His name was Faisal and he was 37 years old. He was kind and generous. He was working as a doctor, while Ali was studying in school. He didn't have a family, but he had a big, modern house. There were a lot of interesting books in the house. Some were in Arabic, but others were in English and had many pictures in them. The English books were too difficult for Ali to read, but he was happy while he was looking at the pictures. He was 16 years old at that time.

1. When did Ali have a wonderful friend?
2. Was he older than Ali?
3. How old was he?
4. What was his name?
5. He wasn't a carpenter, was he?
6. Was Dr. Faisal studying with Ali?
7. How many children did Dr. Faisal have?
8. Was Dr. Faisal's house very old?
9. Did Dr. Faisal have any books in his house?
10. Were all the books in Arabic?
11. Didn't Ali have time to read the books?
12. The books weren't difficult, were they?
13. When was Ali happy?

II PRONUNCIATION

Drill 23. š vs. č

sheep-cheap
ship-chip
shoe-chew
shoes-choose
shop-chop

wash-watch
mush-much
crush-crutch
mash-match
hash-hatch

a. Give the words of the first column; the class listens.
b. Give the words of the first column; the class repeats.
c. Follow the same procedure with the words of the second column.
d. Give each minimal pair from columns one and two; the class repeats.
e. Follow steps a,b,c, and d with columns three and four.
f. Point out that the lips, tongue, and the teeth are almost in the same position for š and č. In the pronunciation of č, however, the tip of the tongue touches the tooth ridge during the first part of the sound, as in the pronunciation of t.
g. Give the two sets of minimal pairs again; the class repeats.
h. Give the following sentences; the class repeats.

1. He hurt his shin, not his chin.
2. You can choose your new shoes.
3. She was washing while he was watching.
4. He went to the shop to chop the meat.
5. Did that dog chew her shoe?

III DRILLS

Drill 1. - Substitution

Call the attention of the class to the following:

In this drill we introduce had, the past of have/has. Had is used with both singular and plural subjects.

S_1 asks the question: Can I have some ....?

S_2 gives a negative reply, and then uses the same word to complete the answer: No, you can't. You had a lot of ....
yesterday.

Reverse the roles of the two students in the middle of the drill.

1. milk
2. tea
3. oranges
4. apples
5. coffee
6. bread
7. meat
8. soup
9. cheese
10. fruit
11. pencils
12. rice
13. salad
14. butter
15. fish
16. water
17. pens
18. sugar

Drill 2. - Expansion

Give a word: S_1 makes the statement: I had a good ... yesterday. Then give another word and S_2 makes the statement: ________ had a better .... yesterday.

Example: T: breakfast
S_1: I had a good breakfast yesterday.
T: he
S_2: He had a better breakfast yesterday.

Reverse the roles of the two groups in the middle of the drill.

1.	desk	he	5.	class	we
2.	apple	she	6.	book	she
3.	lunch	we	7.	dinner	they
4.	car	they	8.	exam	we

9. chair he
10. picture she
11. fan they
12. breakfast he
13. mechanic we
14. example she
15. lunch they
16. pen he
17. holiday we
18. orange she
19. dentist he
20. engine they

Drill 3. - Transformation

Write the following sentences on the board; then give them and have the class repeat.

His father had a big house.
Did his father have a big house?

Point out that to change a sentence with had into a question we use the helping verb did, followed by the subject, followed by have. Point out also that did and have do not change but are used with both singular and plural subjects.

a. Students substitute for Ali the following items:

Did Ali have a car yesterday?

1. Frank
2. Salma
3. you
4. they
5. the boys
6. the doctor
7. we
8. your brother
9. I
10. your friends
11. the engineers
12. she
13. our mechanic
14. their father
15. the lawyer

b. Give a statement; the class changes it to a question, as in the examples.

Examples: T: The students had an exam yesterday.
S: Did the students have an exam yesterday?

1. That boy had two books.
2. We had three bags yesterday.
3. She had a red umbrella.
4. The cook had much meat last night.
5. His father had many offices.
6. They had six children.
7. This room had many pictures last week.
8. Those soldiers had a brave officer.
9. We had a lot of oranges yesterday.
10. I had much money a year ago.
11. The fisherman had a new ship.
12. The merchant had a big shop.
13. She had tea and fruit.
14. They had many newspapers yesterday.
15. You had a serious clerk last year.

Drill 4. - Substitution

Give a word; a student uses it to complete this question:

Was he a/an ....?

Then give another word or an expression; another student uses it to complete this question:

Did he have a/an ....?

Examples: T: dentist
S: Was he a dentist?
T: clinic
S: Did he have a clinic?

1.	lawyer	big office
2.	mechanic	good garage
3.	teacher	many students
4.	barber	large shop
5.	engineer	many engines
6.	merchant	much money
7.	student	good teacher
8.	cook	much meat
9.	doctor	clean hospital
10.	carpenter	small workshop
11.	officer	many soldiers
12.	father	lot of children
13.	farmer	big farm
14.	dentist	new clinic
15.	judge	busy clerk
16.	secretary	large desk
17.	policeman	many friends
18.	grocer	much food

Drill 5. - Substitution

a. Did you have milk for breakfast yesterday?

bread
coffee
tea
butter
cheese
fruit
milk
coffee
cheese

b. Did you have rice for dinner yesterday?

meat
chicken
soup
bread
fish
cheese
salad
coffee
meat

c. Did you have a cup of tea for lunch yesterday?

a piece of bread
a glass of milk
a plate of rice
a bowl of soup
a cup of tea
a dish of fruit

Drill 6. - Transformation

Give a statement; the class changes it to a question.

Examples: T: Ali had breakfast yesterday.
S: Did Ali have breakfast yesterday?

T: She has a new desk.
S: Does she have a new desk?

1. The boy had an apple.
2. We had ten books.
3. They have a big hotel.
4. He has much money.
5. Jasim had some oranges.
6. The girls have an exam.
7. I have three rulers.
8. Salma had a green bag.
9. You had a new watch.
10. She has much fruit.
11. Those boys had many pencils.
12. Frank has an old engine.
13. The mechanic had a big garage.
14. You had a good dinner.
15. The men had a meeting yesterday.
16. We have a lot of bread today.
17. They had many newspapers yesterday.
18. He has a rich uncle.
19. The merchants have much rice today.
20. John had a headache yesterday.

Drill 7. - Question - Answer

Call the attention of the class to the following:

The intensifier too may be used with much or many, as in the following examples and have the class repeat.

She had too much fruit.
They had too many chairs.

Point out that, as already noted, too implies a negative idea, something excessive, more than needed or desired. Again remind the students that the intensifier too should not be substituted for very.

Give a word; S_1 uses it to complete this question:

Did she have a lot of ....?

S_2 gives an affirmative answer, using too much or too many, as needed, with the word already given:

Yes, she had too much/too many ....

Examples: T: fruit
S_1: Did she have a lot of fruit?
S_2: Yes, she had too much fruit.

T: chairs
S_1: Did she have a lot of chairs?
S_2: Yes, she had too many chairs.

1. food
2. tea
3. oranges
4. bags
5. coffee
6. pencils
7. bread
8. meat
9. money
10. pens
11. apples
12. cheese
13. salad
14. pictures
15. rulers
16. water
17. soup
18. exams

Drill 8. - Question - Answer

Before the drill, call the attention of the class to the following:

To change a sentence with had into the negative, we use did + not + have:

did + not = didn't.

Give the following examples and have the class repeat:

I didn't have the car yesterday.
He didn't have any breakfast yesterday.
They didn't have those pictures yesterday.

For the drill, give a sentence; a student answers as in the example:

Example: T: You had my pen.
S: No, I didn't have your pen.

Use the following words in place of pen in giving the sentences:

1. pencil
2. chair
3. ruler
4. watch
5. book
6. newspaper
7. picture
8. notebook
9. fan
10. bag
11. money
12. umbrella
13. engine
14. calendar
15. cup
16. glass
17. desk
18. airplane

Drill 9. - Question - Answer

Ask a question; a student answers as in the examples, using contractions and the proper pronouns.

Examples: T: Was Laila here yesterday?
S: No, she wasn't. She didn't have time.

T: Were the doctors here yesterday?
S: No, they weren't. They didn't have time.

1. Was Jasim here yesterday?
2. Was Salma here yesterday?
3. Were the men here yesterday?
4. Were you here yesterday? (we)
5. Were the girls here yesterday?

6. Was Frank here yesterday?
7. Was I here yesterday?
8. Was the clerk here yesterday?
9. Was he here yesterday?
10. Were the boys here yesterday?
11. Were the judges here yesterday?
12. Was Fred here yesterday?
13. Were you here yesterday? (I)
14. Were the children here yesterday?
15. Was the mechanic here yesterday?
16. Was Nancy here yesterday?
17. Was his brother here yesterday?
18. Was his sister here yesterday?
19. Was the doctor here yesterday?
20. Were the women here yesterday?

Drill 10. - Transformation

Give a sentence; the class replies as in the example.

Example: T: He had a long meeting yesterday.
S: He didn't have any meeting yesterday.

Use the following in place of yesterday in giving the sentences:

1. yesterday morning
2. yesterday afternoon
3. yesterday evening
4. last night
5. last week
6. last month
7. last year
8. last summer
9. last February
10. last Saturday
11. the day before yesterday
12. the week before last
13. two days ago
14. a week ago
15. two weeks ago
16. an hour ago
17. a month ago
18. many months ago
19. last March
20. last Wednesday

Drill 11. - Addition

Call the attention of the class to the following:

Point out that in adding tail questions to sentences with had we use:

didn't + pronoun

Give the following examples and have the class repeat:

The doctor had a new car, didn't he?
The girls had expensive bags, didn't they?

Point out that we use did when we add tail questions to negative sentences. Give the following examples and have the class repeat:

I didn't have an exam, did I?
The men didn't have time, did they?

For short answers we also use did or didn't. Give these examples and have the class repeat:

The doctor had a new car, didn't he? Yes, he did.
They didn't have many apples, did they? No, they didn't.

Students add tail questions to the following:

Examples: T: His sister had an umbrella.
S: His sister had an umbrella, didn't she?

T: They didn't have much food,
S: They didn't have much food, did they?

1. They had lunch at noon,
2. Laila had a new car,
3. He had a lot of fruit,
4. We had four bags,
5. You had some money,
6. She had too much coffee,
7. John had a big farm,
8. The men had a holiday,
9. The cook had some meat,
10. They had an office,
11. The lawyer didn't have many clerks,
12. He didn't have any relatives,
13. She didn't have much butter,
14. Fred didn't have a grocery store,
15. We didn't have a meeting,
16. His sister didn't have a rich uncle,
17. The merchant didn't have many watches,
18. The mechanic didn't have a big garage,
19. It didn't have too much sugar,
20. I didn't have another exam,

Drill 12. - Transformation

The student hears a question; he changes it to the simple past, using yesterday in place of today, as in this example:

Example: T: Does he have a meeting today?
S: Did he have a meeting yesterday?

1. Do they have class today?
2. Do we have an exam today?
3. Does she have a car today?
4. Do I have a secretary today?
5. Does he have a question today?
6. Do they have any time today?

7. Does he have a clerk today?
8. Do we have a good lunch today?
9. Do they have much meat today?
10. Does he have his book today?
11. Does he have a lot of oranges today?
12. Does she have many classes today?
13. Do you have any mail today?
14. Do I have any students today?
15. Does Salma have her bag today?
16. Do you have a difficult exam today?
17. Does the grocer have much food today?
18. Do you have a lot of exams today?
19. Does he have a newspaper today?
20. Does she have a cook today?

Drill 13. - Substitution

They didn't have any food yesterday.

1. I
2. we
3. she
4. the man
5. that girl
6. those students
7. his brother
8. their father
9. her uncle
10. my friends
11. they
12. the doctor
13. the busy merchant
14. that poor woman
15. this lazy boy
16. the sick professor
17. her relatives
18. our dentist
19. Sultan
20. the people
21. the fisherman

Drill 14. - Variable Substitution

Base sentence: He has much money.

1. I
2. they
3. coffee
4. fish
5. she
6. question
7. they
8. rice
9. statement
10. yesterday
11. negative
12. chicken
13. statement
14. meat
15. we
16. today
17. negative
18. oranges

LESSON TWENTY-FIVE

I DIALOG

Looking for a book

Ali, where's my book? You had it yesterday.	No, I did not have your book yesterday.
Yes, you did. I had it on the desk, and you were using it.	Fred, I didn't have your book.
Well, who had it?	Maybe Saleh had it. Did you have the book in class?
Of course I had it in class. My homework was in it.	Fred, you didn't have your homework yesterday.
Are you sure?	Yes, the teacher was here five minutes ago. He was looking for you and the homework.
Now I'm in trouble. What am I going to do? I must find that book.	And I must find a nice quiet place to study. Good luck!

II PRONUNCIATION

Drill 24. k vs. g.

cab	gab
come	gum
cold	gold
killed	guild
curl	girl
could	good
cut	gut
class	glass

a. Give the words of column one; the class listens.
b. Give the words of column one; the class repeats.
c. Follow the same procedure with the words of column two.
d. Give each minimal pair; the class repeats.
e. Demonstrate by means of a facial diagram that in the pronunciation of k the tongue touches the velum. k is voiceless, g is the voiced counterpart.
f. Give each minimal pair again; the class repeats.
g. Give the following sentences; the class repeats.

1. Those girls have lovely curls.
2. Come! Let's buy some gum.
3. Is there any glass in this class?
4. He found some gold on a cold day.
5. Could he find a good cut of meat yesterday?

III VOCABULARY

1. of course
2. trouble
3. quiet
4. good luck
5. could
6. going to
7. leave
8. send
9. build
10. try
11. teach
12. visit
13. choose
14. pay
15. sell
16. speak
17. drive
18. drink
19. next

IV DRILLS

Drill 1. - Substitution

Call the attention of the class to the following:

> The past of can is could. Could is used with both singular and plural subjects. The patterns for the use of could are similar to the patterns we used for can.

For the drill, give a word or an expression; a student uses it to complete this sentence:

I could .... yesterday.

1. carry this bag
2. take an exam
3. listen
4. repeat
5. read the book
6. give some money
7. start the engine
8. clean the desk
9. eat meat
10. sleep
11. walk
12. wash the floor
13. spell the words
14. hurry
15. begin the drill
16. play with the children
17. buy the car
18. watch
19. write the answer
20. work at home

Drill 2. - Transformation

a. Call the attention of the class to the fact that the negative of could is could not or couldn't.

For the drill, give a negative statement; a student changes it to the past, using couldn't, and adding either, as in the examples.

Examples: T: He can't find the bag today.
S: He couldn't find the bag yesterday either.

T: We can't wash the floor today.
S: We couldn't wash the floor yesterday either.

1. He can't walk to school today.
2. They can't come today.
3. She can't work today.
4. I can't study today.
5. Fred can't eat fish today.
6. They can't go today.
7. You can't go today.
8. My father can't sleep today.
9. The boy can't play today.
10. The girls can't give much money today.
11. We can't give the answer today.
12. Salma can't hurry today.
13. He can't watch TV today.
14. They can't bring the desk today.

b. Give these sentences and have the class repeat:

You could see the airplane yesterday.
Could you see the airplane yesterday?

Call the attention of the class to the word order in a question with could. Point out also that the short answer to the above question is: Yes, I could or No, I couldn't.

Give a word or an expression; S_1 uses it to complete this question:

Could he .... yesterday?

S_2 gives a negative short answer:

No, he couldn't.

1. carry the books
2. find the answer
3. stop the engine
4. buy many watches
5. help his neighbor
6. go to school
7. study
8. eat much salad
9. read a lot of books
10. walk
11. spell the words
12. play
13. wash the auto
14. open the door
15. work at home

Drill 3. - Question - Answer

Ask a question, and then give a word; the class answers, using this word with too, as in the example.

Example: T: Why couldn't he go with them? busy
S: He couldn't go with them, because he was too busy.

1. Why couldn't he work in the summer? old
2. Why couldn't he carry the money? dishonest
3. Why couldn't he watch the children? careless
4. Why couldn't he walk home? sick

5. Why couldn't he buy those books?	poor
6. Why couldn't he hurry?	weak
7. Why couldn't he sit in that chair?	fat
8. Why couldn't he help those men?	busy
9. Why couldn't he go to the workshop?	lazy
10. Why couldn't he eat much food?	sick
11. Why couldn't he spell many words?	careless
12. Why couldn't he ask that question?	polite
13. Why couldn't he use that money?	rich
14. Why couldn't he begin?	careful
15. Why couldn't he go to the cinema?	sad
16. Why couldn't he listen?	happy

Drill 4. - Substitution

Call the attention of the class to the following:

This drill introduces the simple future with going to. This is how it is formed:

is (am,are) going to + verb

For example,

I am going to study tomorrow.

Only the verb to be (is, am, are) changes, according to the subject.

a. I am going to study tomorrow.

work
eat
read
walk
sleep
listen
write
watch TV
help

b. He is going to study tomorrow.

stop
repeat
look
change
watch
ask
come
work
begin

c. They are going to study tomorrow.

open the windows
do their homework
eat a lot of fruit
have a meeting
buy the airplane
use the new car

Drill 5. - Structure Drill

For this drill divide the class into two groups.

a. Give a verb; Group A uses it in the ing form to complete this question:

Are you .... now?

Group B answers as follows, using the same verb with going to:

No, we are going to .... tomorrow.

Example: Teacher: study
Group A: Are you studying now?
Group B: No, we are going to study tomorrow.

For uniformity, contractions should not be used in this drill.

1. study
2. work
3. read
4. write
5. help
6. listen
7. go
8. begin
9. watch

b. Follow the direction of a., but reversing the roles of the two groups, and according to this example:

Teacher: work
Group B: Are we working now?
Group A: No, you are going to work tomorrow.

1. play
2. wash
3. hurry
4. start
5. repeat
6. read
7. study
8. change
9. help

Drill 6. - Expansion

Point out that in changing sentences with going to to the negative, we use not after the verb to be. Give the following examples and have the class repeat.

He is not going to work tomorrow.

a. Give a negative statement; a student replies as in the example.

Example: T: I'm not going to buy a car next week.
S: We're not going to buy a car next week either.

For uniformity, in this part of the drill the class should use We're not.

1. I'm not going to read that book next week.
2. I'm not going to eat much bread next week.
3. I'm not going to begin the lesson next week.
4. I'm not going to help the cook next week.
5. I'm not going to start next week.
6. I'm not going to work next week.
7. I'm not going to walk to school next week.
8. I'm not going to take an exam next week.

b. Follow the directions of a., but according to this example:

Example: T: He isn't going to open it next month.
S: They aren't going to open it next month either.

For uniformity, in this part of the drill the class should use They aren't.

1. He isn't going to use much coffee next month.
2. He isn't going to come here next month.
3. He isn't going to ask Fred next month.
4. He isn't going to close the shop next month.
5. He isn't going to watch next month.
6. He isn't going to be generous next month.
7. He isn't going to be happy next month.
8. He isn't going to have much meat next month.

Drill 7. - Expansion

a. Give a statement; the class answers as in the example.

Example: T: It's cold today.
S: Yes, but it's not going to be cold tomorrow.

1. It's hot today.
2. It's windy today.
3. It's cloudy today.
4. It's wet today.
5. It's humid today.
6. It's dry today.
7. It's warm today.
8. It's rainy today.

b. Give a statement; the class answers as in the example.

Example: T: It's dusty this month.
S: Yes, but it isn't going to be dusty next month.

1. It's cool this month.
2. It's sunny this month.
3. It's dry this month.
4. It's beautiful this month.
5. It's cold and dry this month.
6. It's wonderful this month.
7. It's warm and humid this month.
8. It's fine this month.

Drill 8. - Transformation

Give these sentences and have the class repeat:

He is going to study tomorrow.
Is he going to study tomorrow?

They are going to study tomorrow.
Are they going to study tomorrow?

Give a statement; a student changes it to a simple question.

1. He is going to work tomorrow.
2. She is going to be proud next month.
3. They are going to have a holiday tomorrow.
4. That boy is going to be sick tomorrow.
5. The lawyer is going to have a meeting tomorrow.
6. We are going to listen tomorrow.
7. They are going to open it next week.
8. The barber is going to come next week.

9. They are going to watch tomorrow.
10. He is going to stop next year.
11. I am going to hurry tomorrow.
12. He is going to give some money next week.
13. The merchants are going to buy much tea next week.
14. The farmer is going to have a lot of fruit next month.
15. It is going to be a difficult lesson next Monday.

Drill 9. - Addition

Give the following sentences and have the class repeat:

He's going to study, isn't he? Yes, he is.

They aren't going to begin, are they? No, they aren't.

Students add a tail question and give a short answer.

1. He's going to study,
2. She's going to start,
3. You're going to hurry,
4. They're going to work,
5. We're going to walk,
6. The boys are going to come,
7. She's going to watch,
8. I'm going to use it,
9. They're going to begin,
10. He's going to eat,
11. We aren't going to open it,
12. He isn't going to ask a question,
13. They aren't going to stop,
14. I'm not going to read,
15. She isn't going to buy it,
16. You aren't going to change,
17. They aren't going to sit there,
18. He isn't going to help,
19. We aren't going to wash it,
20. They aren't going to do it,

Drill 10. - Substitution

a. Give each of the following twice; the class repeats.

1. leave
2. send
3. build
4. try
5. teach
6. visit
7. choose
8. pay
9. sell
10. speak
11. drive
12. drink

b. Give two words; the class uses them in the blank spaces to complete these sentences:

We're not going to ...... We're going to ....

Example: T: eat sleep
S: We're not going to eat. We're going to sleep.

1.	teach	study	11.	stop	try
2.	walk	drive	12.	read	write
3.	take	send	13.	bring	take
4.	work	visit	14.	go	come
5.	drink	eat	15.	watch	work
6.	buy	sell	16.	pay	change
7.	choose	leave	17.	hurry	walk
8.	listen	repeat	18.	build	watch
9.	start	stop	19.	speak	listen
10.	give	take	20.	sell	give

Drill 11. - Question - Answer

1. Where did you have dinner yesterday?
2. What time did you have dinner?
3. What did you have for dinner?
4. Were you eating with your friends?
5. Did you have much rice?
6. When do you have a lot of fish?
7. Did you have much salad?
8. Did you have much sugar in your coffee?
9. Did you have tea for breakfast?
10. How many cups of tea did you have?
11. Is tea hotter than milk?
12. Can you make cheese?
13. This meat is too cold. Can you eat it?
14. Do you always have soup for breakfast?
15. How many pieces of bread did you have for breakfast?
16. Are you going to bring your father here next week?
17. Where are you going to do your homework?
18. When are the students going to have a holiday?
19. Why couldn't you go to Bahrain last week?
20. You could speak English a year ago, couldn't you?

Drill 12. - Addition

The student listens and repeats the following sentences:

He could start the engine yesterday, couldn't he?
Yes, he could.

They couldn't sleep last night, could they?
No, they couldn't.

The attention of the student is called to the fact that for could the pattern for tail question and short answer follows the pattern he used for can.

The student hears a statement; he repeats the statement, adds a tail question, and gives the short answer, as in the examples above.

1. They could walk last night,
2. You could eat fruit last week,
3. She could go to the sea yesterday,
4. I could give the answer yesterday,
5. They could give money last month,
6. That boy could go to school yesterday,
7. She could help her friend last week,
8. He could work in the office last month,
9. We couldn't see the airplane yesterday,
10. Frank couldn't play last week,
11. Salma couldn't watch TV last night,
12. They couldn't come yesterday,
13. We couldn't find the answers yesterday,
14. He couldn't take the exam yesterday,
15. I couldn't open the door last night,

Drill 13. - Expansion

a. The student hears a statement; he replies as in the example.

Example: T: He's going to be a doctor.
S: I'm going to be a doctor too.

1. He's going to be a mechanic.
2. He's going to be a merchant.
3. He's going to be a dentist.
4. He's going to be an officer.
5. He's going to be a farmer.
6. He's going to be an operator.
7. He's going to be a carpenter.
8. He's going to be a soldier.
9. He's going to be a grocer.
10. He's going to be a policeman.
11. He's going to be a teacher.
12. He's going to be an engineer.
13. He's going to be a secretary.
14. He's going to be a tailor.

b. The student hears a statement; he replies as in the example.

Example: T: They're going to work tomorrow.
S: We're going to work tomorrow too.

1. They're going to study tomorrow.
2. They're going to begin next week.
3. They're going to write tomorrow.
4. They're going to listen tomorrow.
5. They're going to take it next week.
6. They're going to come next month.
7. They're going to stop tomorrow.
8. They're going to use it next week.
9. They're going to help tomorrow.
10. They're going to do it tomorrow.
11. They're going to start next month.
12. They're going to walk tomorrow.

Drill 14.

The student hears a time expression; he uses it with at, on, or in, as needed, to complete this sentence:

He isn't going to begin ....

Examples: T: two o'clock
S: He isn't going to begin at two o'clock.

T: Monday
S: He isn't going to begin on Monday.

T: June
S: He isn't going to begin in June.

1. three o'clock
2. quarter to six
3. half past five
4. twenty past five
5. ten to seven
6. midnight
7. quarter past four
8. Tuesday
9. Saturday
10. the summer
11. the spring
12. January
13. April
14. December 23
15. May 16
16. November 25
17. 1985
18. 1980
19. June 1978
20. August 1983
21. five to eleven

Drill 15. -- Review

a. Pronunciation

b. Dialog

Drill 16. - Dictation

Dictate the following words; have the class write each word and then the comparative form.

1. great
2. dirty
3. good
4. wonderful
5. lazy
6. careless
7. sad
8. brave
9. happy
10. bad

LESSON TWENTY-SIX

I DIALOG

Review Dialog of Lesson 25. Take part of one speaker and have the class reply to you; then reverse parts. Divide the class into two groups and have them do the dialog.

II PRONUNCIATION

Drill 25. dj

job	engine	change
George	soldier	orange
Jim	engineer	judge
June	religion	age
July	enjoy	package

a. Give the words of column one; the class listens.
b. Give the words of column one; the class repeats.
c. Follow the same procedure with columns two and three.
d. Point out that in the pronunciation of dj the tip of the tongue touches the tooth ridge and stops the air stream during the first part of the sound, which is almost like d in day.
e. Give again the words of each column; the class repeats.
f. Give the following sentences; the class repeats.

1. Jim had a job in June.
2. The judge asked the soldier his age.
3. Was it in June or in July?
4. George enjoyed the joke.
5. The engineer will change the engine.

III DRILLS

Drill 1. - Question - Answer

Give a verb; S_1 uses the verb in a question; then give a word or phrase, and S_2 answers, using that word or phrase. Reverse roles at mid-point.

Example: T: work
S_1: Who is going to work tomorrow?
T: the clerks
S_2: The clerks are going to work tomorrow.

1. study	the students
2. pay	I
3. drive	he
4. speak	the teacher
5. leave	we
6. build	the engineers

7.	try	another doctor
8.	teach	you
9.	visit	the relatives
10.	choose	that girl
11.	listen	they
12.	hurry	the women
13.	sell	the merchants
14.	begin	the lawyer
15.	come	their friends
16.	help	her father
17.	watch	the other policemen
18.	eat	we
19.	write	his sister
20.	start	the secretary

Drill 2. - Substitution

Call the attention of the class to the following:

In this drill the pronouns myself, himself, etc... are not used as emphasizing pronouns as they were in an earlier drill. Here they are used as reflexive pronouns. For example:

He is going to wash himself.

In this sentence, himself does not emphasize the meaning; it is the object of the verb wash. The man is not going to wash a car or a floor, but himself.

For the drill, give a word or an expression; the class uses it in the first blank space, and then uses the correct reflexive pronoun in the second blank space, to complete this sentence:

.... am/is/are going to teach ....

Examples: T: I
S: I am going to teach myself.

T: the men
S: The men are going to teach themselves.

1. we
2. he
3. she
4. that man
5. my brother
6. their father
7. you (singular)
8. this boy
9. her uncle
10. his sister
11. their uncle
12. you (plural)
13. the children
14. these women
15. I
16. our servants
17. your father
18. the servants

Drill 3. - Question - Answer

Give a verb; S_1 uses the verb in a question; then give a word or a phrase and S_2 answers, using that word or phrase. Reverse roles at mid-point.

Example: T: work
S_1: Where are they going to work?
T: at the bank
S_2: They are going to work at the bank.

1.	study	at the library
2.	sleep	at home
3.	bring the car	to the garage
4.	start	at the shop
5.	eat	at the restaurant
6.	find the money	at the bank
7.	take the exam	at school
8.	try the fruit	at the farm
9.	listen	near the door
10.	stand	under the picture
11.	stop	at the bus station
12.	ask	at the travel office
13.	sit	behind the table
14.	put the car	in the parking lot
15.	play	in front of the house
16.	see the boy	at the hospital
17.	build it	at the workshop
18.	visit him	at the store
19.	work	near the greenhouse

Drill 4. - Question - Answer

Ask a question; a student makes a short negative answer and then makes a statement, as in the example, stressing going.

Example: T: Did they have a car?
S: No, they didn't, but they're going to have a car.

1. Did they have an exam?
2. Did they have a holiday?
3. Did they have an office?
4. Did they have a clinic?
5. Did they have a workshop?
6. Did they have an airplane?
7. Did they have a new house?
8. Did they have a big meal?
9. Did they have a new desk?
10. Did they have a garage?
11. Did they have a hospital?
12. Did they have many bags?
13. Did they have a new engine?
14. Did they have a lab?
15. Did they have many children?
16. Did they have a lot of food?
17. Did they have a large house?
18. Did they have a library?
19. Did they have many books?
20. Did they have a parking lot?

Drill 5. - Expansion

Give a statement; a student answers as in the examples.

Examples: T: He's working this week.
S: Yes, and he's going to work next week too.

T: Those boys are studying this week.
S: Yes, and they're going to study next week too.

1. The engineers are building this week.
2. She is driving this week.
3. The students are taking exams this week.
4. The doctor is visiting this week.
5. I'm teaching this week.
6. She's walking to school this week.
7. The policemen are watching this week.
8. The grocer is selling a lot of food this week.
9. Frank is sitting there this week.
10. The men are using the engine this week.
11. He is working at the bank this week.
12. She's buying a lot of fruit this week.
13. Salma is trying this week.
14. He is choosing the servants this week.
15. He's changing the rooms this week.
16. Jasim is washing cars this week.
17. The women are drinking a lot of tea this week.
18. We're reading many books this week.

Drill 6. - Expansion

Give a word or an expression; the class makes a statement, according to the example.

Example: T: work
S: I wasn't working yesterday, but I'm going to work tomorrow.

1. drive
2. sell it
3. listen
4. teach
5. help
6. watch
7. build
8. write
9. read
10. look
11. try
12. visit
13. hurry
14. eat
15. stand here
16. walk
17. use it
18. repeat
19. do it
20. drink tea
21. work

Drill 7. - Double Substitution

Inform the class that this drill practices the use of past and future expressions of time.

For the drill divide the class into two groups.
Give a past time expression; Group A uses it to complete this sentence:

I was there............

Then give a future time expression; Group B uses it to complete this sentence:

We're going to be there.........

1.	yesterday	tomorrow
2.	last night	tomorrow night
3.	yesterday morning	tomorrow morning
4.	yesterday afternoon	tomorrow afternoon
5.	yesterday evening	tomorrow evening
6.	last week	next week
7.	last month	next month
8.	last year	next year
9.	last summer	next summer
10.	last Sunday	next Sunday
11.	last Wednesday	next Wednesday
12.	five minutes ago	five minutes from now
13.	a half hour ago	a half hour from now
14.	an hour ago	an hour from now
15.	two days ago	two days from now
16.	a week ago	a week from now
17.	a month ago	a month from now
18.	a year ago	a year from now

Drill 8. - Substitution

Inform the class that this drill introduces the simple future tense with will. Point out that like can, could, should, and must, will is used with singular and plural subjects; it does not change; neither does the verb that follows it.

Give these examples and have the class repeat:

I will study tomorrow.
He will work tomorrow.
They will come tomorrow.

For the drill give a word or an expression; the class uses it in the blank space as the subject of this sentence:

.... will help tomorrow.

1. I
2. you
3. he
4. she
5. it
6. we
7. they
8. those men
9. these girls
10. his brother
11. the secretary
12. my friends
13. the engineer
14. our neighbors
15. that officer
16. his servants
17. her relatives
18. the new doctor
19. their sisters
20. Fred
21. Saleh

Drill 9. - Substitution

a. Give a word; a student uses it to complete this sentence:

He will .... next week.

1. come
2. stop
3. write
4. try
5. leave
6. teach
7. drive
8. help
9. work

b. Give a word from a., the class uses it to complete this sentence:

They will .... three days from now.

c. Give a word from a., the class uses it to complete this sentence:

I will .... the day after tomorrow.

Drill 10. - Transformation

Give the following sentences and have the class repeat:

He will work tomorrow.
Will he work tomorrow?

Call the attention of the class to the word order in a question with will. Point out also that the short answer to the above question is: Yes, he will or No, he won't.

Give a statement; a student changes it to a simple question, as in the example above.

1. I will study tomorrow.
2. She will buy the car tomorrow.
3. They will begin tomorrow.
4. We will listen tomorrow.
5. You will see tomorrow.
6. They will sleep tomorrow.
7. The men will pay tomorrow.
8. Fred will try tomorrow.
9. She will leave tomorrow.
10. They will bring it tomorrow.
11. Salma will drive tomorrow.
12. Those cooks will come tomorrow.
13. His brother will watch tomorrow.
14. I will sell the meat tomorrow.
15. The doctors will have tea tomorrow.
16. George will be busy tomorrow.
17. They will choose him tomorrow.
18. We will walk home tomorrow.
19. She will read it tomorrow.
20. John will help tomorrow.

Drill 11. -

Call the attention of the class to the following:

To change sentences with will to the negative, we use the same pattern as that for can, should, must. The short form of will not is won't.

Give the sentences of Drill 10 above; the class changes them to the negative, using the short form won't.

Example: T: He will work tomorrow.
S: He won't work tomorrow.

Drill 12. - Comprehension and Reading

The Carpenter

Fred is a carpenter. He is serious and hardworking. He has a small shop in front of the hotel. He is going to have a bigger shop next year. He does not have much space in his shop now. He is going to be happier in his new shop.

Fred didn't have a holiday last year. He was too busy and his three children were sick. He is going to take his family to a farm next summer. They are going to enjoy themselves and have a lot of fun.

After the second reading, follow the true or false procedure indicated in Lesson 19, using the following statements.

1. Fred is going to be a serious dentist.
2. Fred's shop is behind the hotel.
3. There is not much space in Fred's shop now.
4. Fred is lazy now, but he is going to be hardworking.
5. Fred had a bigger shop last year.
6. Fred was working in a hotel.
7. Fred's children were very busy.
8. Fred's wife was sick.
9. Fred is going to be happier next year.
10. Fred was living at a farm last summer.
11. Fred didn't have a holiday last year.
12. Fred couldn't take a holiday, because he was too sick.
13. Fred's children were sick last summer.
14. Fred has five children.
15. Fred and his family are going to have a lot of fun next summer.

After finishing the work with these statements, read the paragraph a third time. Have the students practice reading, as indicated in Lesson 18.

Drill 13. - Expansion

Give a statement; the class replies as in the examples, using object pronouns.

Examples: T: you should bring it.
S: Don't worry. I'm going to bring it.

T: You should read that newspaper.
S: Don't worry. I'm going to read it.

T: You should help us.
S: Don't worry. I'm going to help you.

1. You should wash it.
2. You should visit that girl.
3. You should drive that car.
4. You should take them.
5. You should choose him.
6. You should buy it.
7. You should eat the orange.
8. You should sell that house.
9. You should drink that milk.
10. You should pay those men.
11. You should try his airplane.
12. You should thank us.
13. You should carry that bag.
14. You should use those offices.
15. You should watch me.
16. You should help us.
17. You should find the cook.
18. You should teach those children.
19. You should start the engine.
20. You should leave her.

Drill 14. - Transformation

The student hears a statement; he asks a question as in the examples, changing the time expression as needed.

Examples: T: He was studying yesterday.
S: Is he going to study tomorrow too?

T: They were driving last night.
S: Are they going to drive tomorrow night too?

1. He was studying yesterday.
2. They were driving last night.
3. Fred was teaching yesterday.
4. She was using it last week.
5. We were reading yesterday.
6. He was working last month.
7. They were trying it last month.
8. She was visiting last Sunday.
9. I was helping them yesterday.
10. He was carrying it last week.
11. They were building it last month.
12. She was hurrying yesterday.
13. I was washing the car last week.
14. He was eating five minutes ago.
15. George was walking an hour ago.
16. He was selling fruit yesterday.
17. They were watching me last week.
18. Salma was sending the book yesterday.
19. He was changing the room last month.
20. Thani was sitting here last year.

Drill 15. - Expansion

The student hears a statement; he replies, using the comparative and a future time expression, as in the examples.

Examples: T: He's rich.
S: He's going to be richer a year from now.

T: He's serious.
S: He's going to be more serious a year from now.

For the statement, use the following in place of rich.

1. strong
2. smart
3. handsome
4. lazy
5. busy
6. tall
7. happy
8. honest
9. important
10. proud
11. fat
12. healthy
13. generous
14. careless
15. friendly
16. polite
17. brave
18. poor
19. good
20. hardworking
21. rich

Drill 16. - Question - Answer

The student hears a question; he answers as in the examples.

Examples: T: Is he studying now?
S: No, he isn't. He will study tomorrow.

T: Are they selling the car now?
S: No, they aren't. They will sell the car tomorrow.

1. Is he working now?
2. Is she paying it now?
3. Is John teaching now?
4. Is Salma reading now?
5. Are they studying now?
6. Are you driving now?
7. Are we helping now?
8. Is he saying the words now?
9. Is she starting now?
10. Are they trying now?
11. Is your brother leaving now?
12. Is she eating now?
13. Are they changing now?
14. Are we building now?
15. Is he selling it now?
16. Am I finding the answer now?
17. Are they drinking the milk now?
18. Are they closing it now?
19. Is he writing now?
20. Is she repeating it now?

LESSON TWENTY-SEVEN

I BASIC TEXT

My name is Ahmad. I am 35 years old. I am from Abu Dhabi. I work as a teacher for the government. I am married and I have four children: two boys and two girls. My children go to school. They go to school every day. They like school very much.

I have a lot of work. I have to work every day. My life is difficult, but I am happy with my family. I love my wife and my children very much.

II PRONUNCIATION

Drill 26. - š č dj

Note: The sounds š, č, and dj have already been presented. Here they are compared and contrasted.

sheep	cheap	jeep
shin	chin	jinn
shoe	chew	ju
sham	cham	jam
shar	char	jar
ship	chip	gyp

a. Give the words of the first set, one at a time, the class repeats.
b. Follow the same procedure with the second and third sets.
c. Give the words horizontally, in groups of three, e.g., sheep, cheap, jeep; the class repeats.
d. Give a word; ask an individual student to give the two words containing the other two sounds; e.g., give cheap, and the student gives sheep, jeep.
e. Give the following sentences; the class repeats.

1. The cheap jeep hit the sheep.
2. The shoes are very large.
3. The judge gave a short speech.
4. Jim likes these shoes very much.
5. The child cut his cheek.

III DRILLS

Drill 1. - Question - Answer

Ask a question; a student answers as in the examples.

Examples: T: Can he work?
S: Yes, he can, but he won't work tomorrow.

T: Can they buy the car?
S: Yes, they can, but they won't buy it tomorrow.

1. Can he write?
2. Can she study?
3. Can you drive?
4. Can they sell the car?
5. Can John pay?
6. Can I visit Fred?
7. Can he take the money?
8. Can she carry that bag?
9. Can they begin it?
10. Can Salma start?
11. Can he choose the men?
12. Can they send the food?
13. Can they help that man?
14. Can she eat the fish?
15. Can he visit them?
16. Can they stop the engine?
17. Can we find the answer?
18. Can George walk to school?
19. Can they wash the floor?
20. Can he use it?

Drill 2. - Transformation

Inform the class that with will we use the following contractions. Give each full form and contracted form twice and have the class repeat.

I will	I'll	We will	We'll
You will	You'll	You will	You'll
He will	He'll	They will	They'll
She will	She'll		
It will	It'll		

For the drill, give a sentence; a student repeats the sentence but uses the contracted form.

Example: T: I will come next week.
S: I'll come next week.

1. I will speak next week.
2. He will leave tomorrow morning.
3. She will teach tomorrow afternoon.
4. They will work tomorrow night.
5. You will choose tomorrow morning.
6. We will begin two days from now.
7. He will start five minutes from now.
8. It will stop three days from now.
9. He will have it next year.
10. They will bring it next month.
11. I will pay it next summer.
12. They will try it next Tuesday.
13. It will open next Friday
14. You will have it next Saturday.
15. They will send it next week.

16. He will study it tomorrow night.
17. I will be there tonight.
18. She will drive tomorrow morning.
19. We will see you tomorrow.
20. They will look next Thursday.

Drill 3. - Double Substitution

Inform the class that this drill introduces if-clauses. Point out that the future is not used in the if-clause.

Example: T: smart like
S: If he is smart, you will like him.

1.	good	help
2.	generous	thank
3.	honest	use
4.	sick	visit
5.	lazy	teach
6.	friendly	try
7.	polite	choose
8.	serious	study with
9.	brave	watch
10.	hardworking	use
11.	old	ask
12.	tall	see
13.	poor	help
14.	great	listen to
15.	careful	work with
16.	happy	sit with
17.	small	carry
18.	kind	walk with

Drill 4. - Double Substitution

Give a word; S_1 uses it to ask a question. Give another word; and S_2 answers as in the example.

Example: T: come
S_1: Will you come?
T: sad
S_2: No, I won't. I'm too sad.

Reverse the roles of the two students in the middle of the drill.

1.	come	sad
2.	go	old
3.	drive	weak
4.	leave	busy
5.	write	lazy
6.	stand	tall
7.	sit	fat

8.	ask	proud
9.	walk	weak
10.	start	careful
11.	eat	hot
12.	watch	hardworking
13.	build	poor
14.	try	busy
15.	sell	rich
16.	study	old
17.	speak	young
18.	play	cold

Drill 5. - Double Substitution

Before beginning the drill, quickly review the ordinal numbers from first to thirty-first; give each number and have the class repeat.

For the drill, ask a question; the class gives a short negative answer and then makes a statement, using the next ordinal number, as in the examples.

Examples: T: Will it be on January first?
S: No, it won't. It will be on January second.

T: Will it be on January second?
S: No, it won't. It will be on January third.

Drill 6. - Question - Answer

Point out that in this drill the word later means some time in the future.

Ask a question; the class answers as in the example, stressing will, in the full form.

Example: T: Is the airplane leaving now?
S: No, but it will leave later.

1. Is he working now?
2. Are you coming now? (I)
3. Is it starting now?
4. Are they going now?
5. Is she washing now?
6. Is he choosing now?
7. Are they speaking now?
8. Are you reading now? (we)
9. Is he paying now?
10. Are they driving now?
11. Is he teaching now?
12. Are they visiting now?
13. Are you building now? (we)
14. Is he watching now?
15. Are they selling now?

16. Are you writing now? (I)
17. Are we helping now?
18. Is she listening now?
19. Is it stopping now?
20. Are you studying now? (we)

Drill 7. - Transformation

Point out that to express future time, will may be used in place of is/am/are going to. Give these examples and have the class repeat:

He is going to study tomorrow.
He will study tomorrow.

They are going to work tomorrow.
They will work tomorrow.

Give a statement; a student uses will in place of am/is/are going to and repeats the statement, as in the examples above. In this drill contractions should not be used.

1. I am going to drive that old car.
2. That careless man is going to leave.
3. She is going to carry the children.
4. They are going to visit their relatives.
5. The school is going to close in June.
6. He is going to buy those books.
7. The office is going to open.
8. His friends are going to come.
9. My uncle is going to build a new house.
10. He is going to choose two operators.
11. This room is going to be dirty.
12. It is going to be very cold tomorrow.
13. He is going to eat too much.
14. My father is going to buy a lot of fruit.
15. Fred is going to teach in Jeddah.
16. I am going to try the new auto.
17. We are going to play with the children.
18. She is going to give the money tomorrow.

Drill 8. - Dictation

Follow the procedure indicated in Lesson 19.

Many students had three important exams last week. They could not watch TV, because they were too busy. They are going to have another exam next week. They are not going to have much time next week either.

Drill 9. - Transformation

Examples: T: Am I going to ask the questions?
S: Will I ask the questions?

T: He isn't going to give the answer.
S: He won't give the answer.

1. Am I going to ask the questions?
2. He isn't going to give the answer.
3. We're not going to eat there.
4. Is she going to study next year?
5. Are they going to be more careful?
6. You're not going to be very rich.
7. She's not going to come.
8. Are we going to have another exam?
9. Are the children going to be cold?
10. That merchant is not going to be rich.
11. It is not going to be hotter tomorrow.
12. Is it going to begin next month?
13. Is the lawyer going to come here?
14. The judge is not going to sit there.
15. We're not going to have soup today.
16. Their father is not going to be strict.
17. Is she going to come with him?
18. Are they going to do that themselves?

Drill 10. - Substitution

Remind the class that questions with question words like when, where, etc... have the word order of simple questions, with the question word coming first.

Give a base sentence; the class changes it to a simple question. Then give a question word; the class uses it to ask a question. Then give the correct question and have the class repeat. Use the same question words with all the base sentences:

what, when, why, where, at what time

Example:

Teacher	Class
He will study.	Will he study?
what	What will he study?
when	When will he study?
where	Where will he study?
at what time	At what time will he study?
why	Why will he study?

1. He will pay.
2. They will start.
3. She will teach.
4. I will drive.
5. We will teach.
6. They will stop.

Drill 11. - Double Substitution

Give a word; S_1 uses it to ask a question:

Whose..............will we use?

Then give another word or phrase, and S_2 answers as in the examples.

Examples: T: car
S_1: Whose car will we use?
T: John
S_2: We'll use John's car.

1.	room	Jasim
2.	bag	Laila
3.	clinic	the dentist
4.	farm	Jim
5.	money	Ali
6.	garage	the mechanic
7.	airplane	their
8.	book	Fred
9.	house	his
10.	workshop	the carpenter
11.	fan	Sultan
12.	ship	fisherman
13.	library	teacher
14.	hospital	the doctors
15.	restaurant	Hamad
16.	office	your
17.	store	the merchant
18.	lab	our
19.	engine	Aziz
20.	shop	the painter

Drill 12. - Question - Answer

Follow the procedure for previous drills of this kind.

1. When are we going to have the next English exam?
2. Will it be an important exam?
3. Are the other teachers going to give exams?
4. When was the last English exam?
5. How many exams did you have last week?
6. When will we have a holiday?
7. Isn't there going to be a holiday next month?
8. Why can't you teach yourself English?
9. Where will you go tomorrow evening?
10. Will you be in trouble, if you don't have your book?
11. What can you find at the hospital?
12. Will a dishonest man be happy?
13. Where will you be next summer?
14. Will you be sad, if your friend is sick?
15. When is the library going to close?
16. Are you going to visit the library tomorrow?
17. You won't be lazy, will you?
18. Is your friend going to sell his car?
19. Will you be rich in ten years?
20. When will your father be proud of you?

Drill 13. - Transformation

a. When S_1 hears a word, he uses it in a command:

Be...........!

S_2 uses the same word in a response, according to the example.

Example: T: careful
S_1: Be careful
S_2: I'll be careful.

1. serious
2. generous
3. friendly
4. honest
5. brave
6. happy
7. strong
8. strict
9. good

b. This is the same as above, but for negative commands.

Example: T: careless
S_1: Don't be careless.
S_2: I won't be careless.

1. lazy
2. dishonest
3. useless
4. sick
5. dirty
6. bad
7. weak
8. sad
9. proud

Drill 14. - Question - Answer

The student hears a question which indicates a choice of two possible answers; he chooses the second answer to make the response, as in the examples. In his answers he uses the contracted forms of will.

Examples: Teacher: Will he be here or at the office?
Student: He'll be at the office.

Teacher: Will they eat her or at the restaurant?
Student: They'll eat at the restaurant.

1. Will he pay here or at the bank?
2. Will she begin here or at the lab?
3. Will he teach here or at the other school?
4. Will you come here or to the Department of Petroleum? (I)
5. Will he sit here or in the new chair?
6. Will I wait here or at the clinic?
7. Will you see him here or at the hospital? (we)
8. Will you drive there or to the garage? (I)
9. Will he stop here or at the swimming pool?
10. Will she stand here or at the bus stop?
11. Will he work here or at the office?
12. Will he build here or behind the greenhouse?
13. Will I start here or at the tennis court?
14. Will you look here or at home? (we)
15. Will she visit here or at school?
16. Will they read here or at the library?
17. Will they try here or at the workshop?
18. Will we find it here or at the farm?
19. Will we sell it here or at the market?
20. Will she use it here or at the parking lot?

Drill 15. - Double Substitution

If you aren't sick, they won't visit you.

1.	brave	watch
2.	serious	study with
3.	proud	leave
4.	smart	like
5.	friendly	try
6.	polite	choose
7.	honest	use
8.	generous	thank
9.	good	help
10.	old	ask
11.	happy	sit with
12.	small	carry
13.	tall	see
14.	hardworking	choose
15.	useful	bring
16.	kind	walk with
17.	careful	work with
18.	handsome	bring
19.	poor	help
20.	great	listen to

Drill 16. - Addition

The student listens and repeats the following sentences:

He'll study at school, won't he? Yes, he will.
He won't be careless, will he? No, he won't.

The attention of the student is called to the fact that for will the pattern for tail question and short answer follows the pattern he used for can, should, must.

The student hears a statement; he repeats the statement, adds a tail question, and gives the short answer, as in the examples above.

1. He'll come,
2. She'll sell the car,
3. She'll drive home,
4. They'll pay the merchant,
5. I'll choose the operator,
6. We'll use that engine,
7. They'll visit the sick girl,
8. He'll build a new house,
9. She'll thank the doctor,
10. We'll go in January,

11. The cook won't have too much food,
12. You won't change the time,
13. He won't be too busy,
14. She won't do it herself,
15. The old man won't eat much fruit,
16. You won't leave next week,
17. He won't sell the airplane,
18. The engineer won't build here,
19. She won't walk to school,
20. They won't carry the children,

LESSON TWENTY-EIGHT

I DIALOG

Talking over plans

Are you going to watch the football game tomorrow afternoon?	No, I'm not. My car isn't working. I couldn't start it last night.
What's the matter with it?	I'm going to see the mechanic later. He'll find the trouble.
I'll drive you to the game, if you lend me some money.	No, thanks. You're too generous. Besides I'll be very busy tomorrow.
You're always very busy. You'll have time to do your work the day after tomorrow.	I won't be here the day after tomorrow. I must drive to my brother's farm.
How will you drive, if the car isn't ready?	Then I'll take your car. You won't mind, will you?

II PRONUNCIATION

Drill 27. - θ vs. ð

thirty	thank	this	them
three	thin	that	there
Thursday	thing	the	this
thick	thought	then	these

a. Give the words of the first column; the class listens.
b. Give the words of the first column; the class repeats.
c. Follow the same procedure with the words of the second column.
d. Point out that the only difference between the two sounds is that θ is voiceless, and ð is voiced. For the production of θ the tip of the tongue is between the teeth.
e. Give the words of the two columns again; the class repeats.
f. Give the following sentences; the class repeats.

1. That theater belongs to them.
2. Thank those three men.
3. They thought of going to the theater.
4. There are three things in this room.
5. They thanked the thin clerk.

III DRILLS

Drill 1. - Transformation

Give a sentence; a student answers as in the examples, using won't.

Examples: T: Ali will come and pay next week.
S: He won't come and he won't pay either.

T: The dentists will go and work next week.
S: They won't go and they won't work either.

1. Her father will come and build next week.
2. Laila will listen and repeat next month.
3. His mother will come and cook next week.
4. Faisal will go and choose next week.
5. The men will go and work next month.
6. The girls will learn and try next week.
7. His father will come and pay next week.
8. They will come and be happy next week.
9. They will visit and ask next month.
10. Her mother will come and help next month.
11. The lawyers will come and begin next week.
12. The teacher will come and read next week.
13. The neighbors will go and look next month.
14. The judge will sit and write next month.
15. The doctor will go and see next week.
16. The farmer will come and buy next week.
17. The children will walk and play next week.
18. Hassan will go and teach next year.

Drill 2. - Transformation

Give a command; an individual student answers as in the example. Then give the correct answer and have all the class repeat.

Example: Teacher: Read it.
Student: I can't read it. He'll read it for me.

Point out that in this drill for means "in place of" or "on behalf of."

1. Carry it.
2. Wash it.
3. Drive it.
4. Stop it.
5. Sell it.
6. Take it.
7. Eat it.
8. Drink it.
9. Pay it.
10. Choose it.
11. Teach it.
12. Try it.
13. Send it.
14. Do it.
15. Begin it.
16. Find it.
17. Use it.
18. Change it.
19. Open it.
20. Write it.
21. Spell it.

Drill 3. - Question - Answer

a. Ask a question; the class gives an affirmative answer. Ask another question; the class answers as in the example.

Example: Teacher: Is he reading now?
Class : Yes, he is reading now.
Teacher: Who will read tomorrow?
Class : He will read tomorrow too.

Use these words in place of read.

1. teach
2. watch
3. pay
4. write
5. help
6. listen
7. come
8. drive
9. pay
10. go
11. visit
12. speak

b. Follow the directions of a., according to this example.

Example: Teacher: Are you reading now?
Class : Yes, I am reading now.
Teacher: Who will read tomorrow?
Class : I will read tomorrow too.

Drill 4. - Transformation

Give a statement; a student replies with a negative statement and then with another statement, using the opposite, as in the examples.

Examples: T: It will be dirty.
S: It won't be dirty. It will be clean.

T: He will be dishonest.
S: He won't be dishonest. He will be honest.

1. It will be dirty.
2. They will be rich.
3. You will be hot.
4. It will be new.
5. I will be strong.
6. She will be sick.
7. They will be big.
8. He will be lazy.
9. She will be fat.
10. It will be dry.
11. You will be sad.
12. He will be good.
13. It will be useful.
14. It will be cheap.
15. She will be poor.
16. I will be tall.
17. They will be weak.

Drill 5. - Substitution

Ask a question; an individual student answers as in the example.

Example: T: Are you ready to eat now?
S: No, I'm not. I'll eat later.

For the questions, use the following words in place of eat.

1. sleep
2. read
3. start
4. teach
5. begin
6. write
7. choose
8. help
9. stop
10. go
11. work
12. buy
13. study
14. come
15. pay
16. listen
17. leave
18. wash
19. sell
20. visit
21. try

Drill 6. - Expansion

a. Give a statement; a student gives a short answer and then makes another statement, as in the example.

Example: T: He's not writing it.
S: No, he isn't. I'll write it myself tomorrow.

1. He's not doing it.
2. He's not taking it.
3. He's not buying it.
4. He's not bringing it.
5. He's not reading it.
6. He's not carrying it.
7. He's not washing it.
8. He's not watching it.
9. He's not paying it.
10. He's not stopping it.

b. Follow the directions of a., but according to this example:

Example: T: They're not driving it.
S: No, they aren't. He'll drive it himself tomorrow.

1. They're not sending it.
2. They're not opening it.
3. They're not trying it.
4. They're not selling it.
5. They're not choosing it.
6. They're not building it.
7. They're not starting it.
8. They're not using it.
9. They're not closing it.
10. They're not visiting it.

Drill 7. - Expansion

Give a statement; a student replies as in the examples.

Examples: T: I'll wait five minutes for him.
S: Good. He'll be ready in five minutes.

T: I'll wait two days for it.
S: Good. It'll be ready in two days.

Point out that the expression in five minutes indicates future time and means five minutes from the present moment; similarly with the expression in two days, and other time expressions used in this drill.

1. I'll wait five minutes for him.
2. I'll wait two days for it.
3. I'll wait five minutes for her.
4. I'll wait twenty minutes for them.
5. I'll wait a month for you. (we)
6. I'll wait a half hour for him.
7. I'll wait fifteen minutes for it.
8. I'll wait six days for you. (I)
9. I'll wait a week for her.
10. I'll wait three months for them.
11. I'll wait a year for it.
12. I'll wait three hours for her.
13. I'll wait two minutes for him.

14. I'll wait two weeks for you. (we)
15. I'll wait five years for it.
16. I'll wait an hour for her.
17. I'll wait fifty minutes for them.
18. I'll wait ten days for you. (I)
19. I'll wait nine months for it.
20. I'll wait three minutes for him.

Drill 8. - Variable Substitution

Base sentence: He'll come to the office.

1. she
2. negative
3. it
4. I
5. statement
6. am going to
7. you
8. question
9. they
10. statement
11. he
12. will
13. negative
14. she
15. it
16. statement
17. is going to
18. he
19. we
20. will
21. she

Drill 9. - Substitution

Call the attention of the class to the following:

This drill introduces have to. Have to conveys the idea of obligation or necessity, as do should and must. There are different shades of meaning in the use of these ways of expressing obligation, but the student should not be concerned about these now.
Give the following sentences and have the class repeat:

He has to study today.
He doesn't have to study today.
Does he have to study today?

Point out that has/have to in the above examples follows the pattern of the verb have for statement, negative, and question. However, have to is followed by the simple form of the verb (study) which does not change.

a. I have to buy a car.

1. go to the bank
2. visit the doctor
3. read
4. work
5. hurry
6. leave
7. pay the money
8. eat some fruit
9. begin
10. drink coffee
11. study English
12. go home

b. Examples: T: They should study.
S: Yes, but they don't have to study now.

T: She should begin.
S: Yes, but she doesn't have to begin now.

1. They should stop.
2. She should try.
3. He should listen.
4. We should use it.
5. They should hurry.
6. I should build a house.
7. He should buy a lot of food.
8. You should help. (I)
9. They should visit the hospital.
10. He should work.

c. Examples: T: He has to teach those students.
S: Does he have to teach those students?

T: I have to walk home.
S: Do you have to walk home?

1. He has to carry that bag.
2. She has to read this book.
3. They have to buy a car.
4. He has to do it himself.
5. We have to sleep.
6. I have to leave the city.
7. He has to help his father.
8. We have to choose a teacher.
9. You have to sell the airplane. (I)
10. They have to stand here.

Drill 10. - Question - Answer

Call the attention of the class to the following:

This drill introduces had to, the past of has/have to. Give the following sentences and have the class repeat.

He had to work last night.
He didn't have to work last night.
Did he have to work last night?

Point out that had to follows the pattern of the verb had for statement, negative, and question. However, had to is followed by the simple form of the verb (work) which does not change.

a. Ask a question; a student answers as in the examples, using had to and the simple form of the verb in the question.

Examples: T: Were you working yesterday?
S: Yes, I had to work yesterday.

T: Was he teaching last night?
S: Yes, he had to teach last night.

1. Was he driving yesterday?
2. Was she hurrying last night?
3. Were you helping last week? (I)
4. Were they studying last night?
5. Were we choosing yesterday?
6. Were they working last week?
7. Was he visiting last night?
8. Was she watching an hour ago?
9. Were you standing ten minutes ago? (we)
10. Were they teaching yesterday?

Drill 11. - Transformation

Give a statement; a student changes it to a question, as in the example.

Example: T: She had to watch the children.
S: Did she have to watch the children?

1. He had to pay the merchant.
2. She had to begin here.
3. They had to carry the bags.
4. We had to hurry.
5. I had to say it.
6. He had to be serious.
7. You had to try it.
8. They had to send an engineer.
9. She had to eat bread.
10. We had to see those pictures.

Drill 12. - Expansion

The student hears a command or a request; he answers as in the example.

Example: T: Come and eat tomorrow.
S: I'll come but I won't eat.

1. Come and work tomorrow.
2. Come and help tomorrow.
3. Stand and watch tomorrow.
4. Sit and read tomorrow.
5. Stop and send it tomorrow.
6. Visit and ask tomorrow.
7. Hurry and be ready tomorrow.
8. Come and start tomorrow.
9. Go and try tomorrow.
10. Come and choose it tomorrow.
11. Go and stop it tomorrow.
12. Go and buy it tomorrow.
13. Come and write it tomorrow.
14. Come and have coffee tomorrow.
15. Choose and send it tomorrow.
16. Come and look tomorrow.
17. Come and study tomorrow.

18. Go and wash it tomorrow.
19. Go and take it tomorrow.
20. Come and find it tomorrow.

Drill 13. - Double Substitution

He's too sick. He won't work tomorrow.

The student hears two words; he uses the first in place of sick, the second in place of work, and makes new sentences.

1.	lazy	study
2.	rich	work
3.	careless	drive
4.	happy	leave
5.	busy	visit
6.	old	walk
7.	useless	come
8.	important	go
9.	dishonest	pay
10.	brave	leave
11.	fat	eat
12.	careful	try
13.	weak	hurry
14.	young	teach
15.	sad	speak
16.	proud	help
17.	polite	ask
18.	poor	come
19.	hardworking	sleep
20.	generous	stop

Drill 14. - Double Substitution

In doing this drill, the student should choose on, in, at, or nothing if needed.

The carpenters will begin on Tuesday.

1.	the painter	Monday
2.	the new lesson	next week
3.	he	tomorrow
4.	the engineers	May 21
5.	the hot weather	June
6.	they	six o'clock
7.	the doctors	ten minutes
8.	we	later
9.	the men	tomorrow morning
10.	my friends	half past eight
11.	the dentist	half an hour
12.	the girl	January 5
13.	Fred	the morning
14.	Laila	night

15.	I	December 23
16.	the mechanic	November

Drill 15. - Addition

The student hears the following sentences and repeats them:

> He had to read that book, didn't he? Yes, he did.
> They didn't have to close the window, did they? No, they didn't.

The attention of the student is called to the fact that for had to the pattern for tail question, and short answer follows the pattern used for the verb had.

The student hears a statement; he repeats it, adds a tail question, and gives the short answer, as in the examples above.

1. He had to bring the food,
2. They had to hurry,
3. She had to be polite,
4. You had to walk home,
5. I had to open the door,
6. They had to come here,
7. We had to speak,
8. He had to try the engine,
9. The boy had to sleep,
10. Frank had to pay,
11. He didn't have to ask the cook,
12. I didn't have to look,
13. Laila didn't have to drive,
14. They didn't have to take it,
15. We didn't have to stop,
16. You didn't have to be serious,
17. He didn't have to begin at one o'clock,
18. It didn't have to change,
19. Aziz didn't have to send it,
20. They didn't have to build,

Drill 16. - Review

a. Pronunciation Drill 27

1. The student listens and repeats the two sets of words.
2. The student listens and repeats the sentences.

b. Dialog

1. The student listens to the dialog.
2. The student listens and repeats the words of each speaker.

Note: The students should be reminded that the next two periods will be devoted to a review, with special emphasis on the matter covered in Lessons 21-28. This review will be conducted in the classroom and will be in preparation for the second major exam which will be given in the two periods immediately following the review.

LESSON TWENTY-NINE

REVIEW

I DRILLS

Drill 1. - Review - Transformation

Explain that in this drill each sentence is an answer to a question and that the underlined word or words suggest the question word to be used in asking the question.

Give a sentence to an individual student; he looks at the underlined word or words and asks the question. Then give the correct question and have all the class repeat.

Examples: Teacher: He was born ten years ago.
Student: When was he born?

Teacher: Fred is going to buy a car.
Student: What is Fred going to buy?

1. He was standing in front of the teacher.
2. They were born fifteen years ago.
3. The doctor is visiting them.
4. He had seven children.
5. Those smart men are engineers.
6. They have a lot of food at home.
7. We had a holiday last Tuesday.
8. This was the merchant's store.
9. The judge can read a lot of books.
10. Their uncle was seventy years old yesterday.
11. Fred is going to buy a new car.
12. He couldn't come because he was busy.
13. Salma will begin in ten minutes.
14. They'll find the answer next week.
15. He was driving to the bank.
16. She has to study this book.
17. Her umbrella was green.
18. The weather was wonderful.

Drill 2. - Review - Transformation

Examples: T: We'll try it next week.
S: We're going to try it next week.

T: It won't be hot tomorrow.
S: It isn't going to be hot tomorrow.

1. We'll start the lesson next week.
2. He won't pay the mechanic tomorrow.
3. Will she watch the children tomorrow?
4. The judge will leave the city next week.

5. They'll drive home an hour from now.
6. The girls won't be ready in ten minutes.
7. He'll open the door, won't he?
8. She'll teach in the summer.
9. Will we carry all those bags?
10. Will it be cloudy tomorrow?
11. I will read a lot of books next month.
12. The pilots won't sleep tomorrow night.
13. We'll have a meeting at half past ten.
14. You won't eat too much lunch, will you?
15. When will they choose the new teacher?

Drill 3. - Review - Written

Explain that in this drill each group of words forms a sentence, either a statement or a negative statement or a question. The students must put the words in the correct order. Have all the class do each sentence with paper and pencil, and ask the students to raise their hands as they finish the sentence. Call on a student and ask him to give his sentence. Then give the correct sentence and have all the class repeat.

1. stand   behind   I   door   must   the   not
2. salad   not   he   yesterday   was   much   eating   too
3. years   brother   twenty-one   born   ago   was   my
4. he   because   can't   weak   he   too   come   is
5. much   drink   many   do   milk   children?
6. wonderful   year   we   holiday   had   a   last
7. the   she   at   airplane   big   could   silver   see   airport   the
8. small   carry   they   the   are going to   they   aren't   children?
9. pay   to   he   tomorrow   if   merchant   won't   poor   is   he   the
10. fruit   buy   at the market   she   a lot of   has to

Drill 4. - Review - Expansion

Give a negative statement, using the past (simple or continuous); S_1 gives a short negative answer and then adds a statement about the present, using the simple or continuous present, depending on what was used in the first statement.

S_2 answers, using the future, as in the examples.

Examples: T: It wasn't cold last week.
S_1: No, it wasn't, but it's cold now.
S_2: Maybe it'll be cold next week too.

T: He wasn't studying last year.
S_1: No, he wasn't, but he's studying now.
S_2: Maybe he'll study next year too.

1. It wasn't cold last week.
2. He wasn't studying last year.
3. She wasn't serious last week.
4. They didn't have a new car last year.
5. The doctor wasn't here last night.
6. They weren't happy last month.
7. The girls weren't polite yesterday.
8. He wasn't working last week.
9. He wasn't washing the car himself.
10. The lawyers weren't careful last night.
11. He didn't have to teach yesterday.
12. It wasn't cloudy yesterday.
13. I wasn't listening yesterday.
14. She didn't have a store last year.

Drill 5. - Review - Dialogs

Review dialogs of Lessons 21-28.

Start one of the dialogs with a student, and then call upon another student to continue in your place. Then have individual students do that dialog, and after that pass on to another dialog.

Drill 6. - Transformation

Give a sentence; the class changes it to the negative.

1. The servant will wash the floor tomorrow.
2. The fisherman will come to the sea next week.
3. Our mechanic has to drive that old car.
4. Your brothers have to bring the food.
5. The grocer had a lot of coffee last week.
6. You have too much milk in your glass.
7. My father had to drive to the farm last month.
8. You must try it yourself.
9. The teacher should visit some classes.
10. Maybe that beautiful girl will eat here.
11. A dishonest man can help many people.
12. That smart merchant was selling a lot of cars.
13. His father was born fifty-six years ago.
14. He can teach himself.
15. The engineers will be ready in ten minutes.
16. He had to start the engine.
17. We were visiting the airport yesterday.
18. Build a new house.
19. Can you eat much breakfast?
20. He is going to work at home next year.

Drill 7. - Variable Substitution

Base sentence: He was selling a car yesterday.

1. they
2. question
3. house
4. statement
5. negative
6. we
7. tomorrow (will)
8. statement
9. I
10. buy
11. in a year
12. now
13. have to
14. large
15. negative
16. the doctor
17. statement
18. last year
19. can he?
20. shouldn't he?
21. answer

Drill 8. - Question - Answer

Ask an individual student two or three of the following questions; he gives a full answer to each question. Then go on to another student.

1. How was the weather yesterday?
2. Was it warmer last month?
3. Were you playing at the field yesterday?
4. What did you have to study last night?
5. How many classes will you have tomorrow?
6. What are you going to do tonight?
7. When will you eat your dinner?
8. Are you going to eat much meat?
9. Do you have to eat at a hotel?
10. When do you have to come to this room?
11. How many exams did you have to take last week?
12. When will you read English newspapers?
13. You should read Arabic newspapers too, shouldn't you?
14. Where will you go next year?
15. Will you leave this city next summer?
16. What will you do next winter?
17. Did you have many holidays last year?
18. Could you speak English last year?
19. Where were you studying last year?
20. Why were you serious last week?

Drill 9. - Pronunciation

Books must be closed. Before the drill begins each student should prepare a piece of paper with the numbers 1 to 15 written one under the other in a column; in the middle of the page he then writes another column with the numbers 1 to 10.

a. The first column is used for this part of the drill. Give two words; if the sound of the two words is exactly the same, the student writes S next to the number; if the sound of the two words is different, he writes D next to the number. He then hears another pair of words and does the same.

1. bet-bed
2. beat-beat
3. half-have
4. fat-vat
5. rib-rib
6. big-big
7. chew-shoe
8. much-much
9. cold-gold
10. curl-girl
11. cut-cut
12. wash-watch
13. shop-chop
14. killed-guild
15. good-good

b. The second column is used for this part of the drill. Give a set of three words; the student must choose the word which has a sound different from the sound of the other words. He writes the number of that word next to the number on his paper.

1.	chop	shop	chop
2.	shell	jell	jell
3.	sham	jam	sham
4.	jest	jest	chest
5.	jut	shut	shut
6.	jug	chug	jug
7.	jar	jar	char
8.	chair	chair	share
9.	shade	shade	jade
10.	jump	chump	chump

Drill 10. - Vocabulary

Make a spot check of the spelling of the new vocabulary items introduced from Lesson 21 on.

LESSON THIRTY

I BASIC TEXT

My friend, Salem, always goes to work at eight o'clock in the morning. He works as an engineer in the Department of Agriculture. I work as a dentist in the Department of Health. We often go to the cinema together; sometimes we go to a coffee shop. He often drinks beer. I usually drink coffee; I drink tea sometimes, but I never drink beer.

II PRONUNCIATION

Drill 28. - l

Note to teachers: Most native speakers of American English pronounce their l's with the back of the tongue raised somewhat toward the velum. This results in a velarized l. This velarized quality of the English l is especially noticeable at the end of a word, as in feel; it is less noticeable, though still present in varying degrees, at the beginning of a word, as in laugh. Arabic l has a non-velarized quality. Arab students tend to produce a "clear" l instead of the English dark l.

a.

فيل	-feel	ملك	-milk	لون	-lawn
ميل	-meal	لام	-lamb	سلمى	-Salma
تل	-tell	بلي	-belly	بلد	-ballad
ليف	-leaf	مل	-mill	لاف	-laugh
لين	-lean	لا	-la	لوك	-luke

1. Read one pair at a time; students listen.
2. Read one pair at a time; students repeat.
3. Give Arabic word; students give English word.
4. Say only the English words; students repeat.

b. Read each of the following words once; students repeat.

feel, deal, meal, bell, tell, sell
last, live, later, long, look, little

c. Give the following sentences, practicing l before vowels.

1. Listen to the lesson.
2. I like to live in this place.
3. The last line is long.
4. He's looking for the letter.
5. He leaves a little later.
6. Let's laugh later.

III DRILLS

Drill 1. - Substitution

a. Point out the following:

We use the simple present tense to indicate habits or customs or things which are generally true. The time words usually associated with the simple present are words like the following. Give each of these twice and have the class repeat.

1. often
2. frequently
3. usually
4. always
5. never
6. sometimes
7. every day
8. every week
9. every month
10. every year
11. every hour
12. all the time

The first six words commonly precede the verb, except the verb "to be"; the rest of the words generally come at the end of the sentence.

b. Give the following sentence and have the class repeat:

I usually have a meeting.

Give the time expression in a. above; the class uses each one in the proper position, in place of usually, and makes a new sentence.

Examples: Teacher: every week.
Class : I have a meeting every week.

Teacher: often
Class : I often have a meeting.

c. Point out that with to be the time expressions of the first column commonly follow the verb, and those of the second column generally come at the end of the sentence.

Give the following sentence and have the class repeat:

He is usually busy.

Give the time expressions in b. above; the class uses each one in the proper position, in place of usually, and makes a new sentence.

Examples: Teacher: always
Class : He is always busy.

Teacher: every day
Class : He is busy every day.

Drill 2. - Repetition

Call the attention of the class to the following:

We have already studied and used the simple present tense of have. This drill is an introduction to the presentation of the simple present tense of other verbs.

For the simple present we already know the form of have, and this gives us the form of these other verbs, for the pattern is similar, as these examples show. Give the pairs and have the class repeat.

I (you, we, they) have it. He (she, it) has it.	I (you, we, they) begin it. He (she, it) begins it.
I (you, we, they) don't have it. He (she, it) doesn't have it.	I (you, we, they) don't begin it. He (she, it) doesn't begin it.
Do I (you, we, they) have it? Does he (she, it) have it?	Do I (you, we, they) begin it? Does he (she, it) begin it?

Drill 3. - Repetition

Call the attention of the class to the following:

As noted in Drill 2 above, like the verb have the form of the simple present of the other verbs we have had so far is not the same with all pronouns.

Only, he, she, and it have the s form of the verb; the rest of the pronouns have the simple form. As with the plurals of nouns this /-s/ ending is pronounced like s as in likes, or z as in sees, or iz as in closes. The s-form of do, i.e., does is irregular.

Point out that below are listed the s-forms of the verbs we have had so far.

Give the verbs below; ask the class to repeat.

s:
thanks
looks
starts
likes
puts
eats
writes
asks
sleeps
sits
takes
works
stops
helps
visits
repeats
walks
drinks
speaks

z:
sees
knows
finds
begins
*tries
opens
reads
comes
*carries
pays
listens
gives
*hurries
plays
lives
stands
learns
says
leaves
sells
*studies
feels
buys
sends
drives
spells
*goes
brings
builds

iz:
closes
teaches
changes
uses
*washes
*watches
chooses

Call the attention of the class to the asterisked verbs.

Drill 4. - Substitution

Point out again that for the verbs listed in Drill 3 the form of the simple present follows the pattern of the form of have. The pronouns he, she, and it have the s-form; the other pronouns have the simple form of the verb.

a. I have coffee every day.

1. come to school every day
2. always sit here
3. never hurry to the office
4. read a book every week
5. often wash the car
6. usually play at the field
7. buy fruit every week
8. sometimes bring an umbrella
9. help the doctor every day
10. use the library all the time

b. We have coffee every day.

Use substitutions from a. above.

c. He has coffee every day.

1. comes to school every day
2. always sits here
3. never hurries to the office
4. reads a book every week
5. often washes the car
6. usually plays at the field
7. buys fruit every week
8. sometimes brings an umbrella
9. helps the doctor every day
10. uses the library all the time

Drill 5. - Substitution

Give a verb; a student uses the proper form of the verb.

Example: T: write
S: If they write, he writes too.

Explain that if in this drill means every time or each time.

1. stop
2. repeat
3. look
4. ask
5. help
6. walk
7. speak
8. listen
9. stand
10. read
11. build
12. leave
13. play
14. hurry
15. begin
16. buy
17. come
18. choose
19. teach
20. watch
21. wash

Drill 6. - Substitution

a. He works

always
often
sometimes
every day
usually
never
all the time
often
always

Use the same substitutions for:

b. She listens.

c. They drive.

d. It comes.

Drill 7. - Double Substitution

Example: I eat breakfast at eight o'clock.

a. Substitute for the underlined items the following:

1.	eat breakfast	half past seven
2.	leave the house	eight o'clock
3.	come to the office	quarter to nine
4.	look at the newspaper	nine o'clock
5.	start a meeting	half past nine
6.	use the secretary	quarter past ten
7.	work at my desk	half past ten
8.	have lunch	two o'clock
9.	begin another meeting	quarter to three
10.	close the office	half past five

Example: He eats breakfast at eight o'clock.

b. Use substitutions from a. above.

Drill 8. - Transformation

Give these sets of statements and questions, first the pair with have and then the corresponding pair with work; the class repeats.

I have a car.	I work every day.
Do I have a car?	Do I work every day?
He has a car.	He works every day.
Does he have a car?	Does he work every day?
They have a car.	They work every day.
Do they have a car?	Do they work every day?

Point out that in changing from statement to question, the simple present follows the pattern we have already learned for have.

For the drill, give a statement; a student changes it to a simple question.

Examples: T: She teaches every day.
S: Does she teach every day?

T: We always send it.
S: Do we always send it?

1. She buys much food every week.
2. He always comes here.
3. We eat a lot of bread every day.
4. They often visit that doctor.
5. His sister reads every day.
6. I sometimes drink tea.
7. We work at the bank every day.

8. They usually leave at noon.
9. She always walks to school.
10. You help every day.
11. Their father drives a new car.
12. We always buy good meat.
13. The fisherman often sleeps there.
14. He uses it every day.
15. I often sit in that chair.
16. They open the door every morning.
17. She usually asks a question.
18. His friend always hurries.
19. They often help the cook.
20. We learn new words every day.

At the end of the drill point out that the pattern for the short answer to a question in the simple present also follows the pattern for have. For example, to the question above, "Does she teach every day?", the short answer is: Yes, she does or No, she doesn't.

Drill 9. - Transformation

Call the attention of the class to the following:

> When we use question words such as where, when, why, etc..., for questions in the simple present, we follow the same pattern we used for similar questions with have. For example:
>
> When does he come? Where does he visit? Why does he stop?

Give a sentence: S_1 asks a question with where, S_2 answers, as in the examples.

Examples:
T: I eat breakfast at home.
S_1: Where does he eat breakfast?
S_2: He eats breakfast at home too.

T: I sit in front of the picture.
S_1: Where does he sit?
S_2: He sits in front of the picture too.

Reverse the roles of the two students in the middle of the drill.

1. I get money at the bank.
2. I visit them at the clinic.
3. I teach at the university.
4. I work at the hotel.
5. I stand behind the desk.
6. I buy food at the market.
7. I sell cars at the garage.
8. I sit in this room.

9. I work at the airport.
10. I listen near the door.
11. I write at home.
12. I watch TV at home.
13. I begin at the workshop.
14. I read new books at the library.
15. I send fruit to the hospital.
16. I play at the field.
17. I bring the boys to the bus terminal.
18. I put the car in the parking lot.
19. I eat dinner at the restaurant.
20. I help at the store.

Drill 10. - Transformation

This drill contains several sets of statements. Give a statement from the first set; an individual student changes it to a simple question. Then give the correct question and have the class repeat. Go on to another student and follow the same procedure with the next statement; continue till the set is completed and then point out the similarities and differences in word order and usage.

a.

1. He can work at the clinic.
2. He could work at the clinic.
3. He should work at the clinic.
4. He must work at the clinic.
5. He has to work at the clinic.
6. He had to work at the clinic.
7. He is going to work at the clinic.
8. He will work at the clinic.
9. He works at the clinic.
10. He is working at the clinic.
11. He was working at the clinic.

b.

1. They can teach English.
2. They could teach English.
3. They should teach English.
4. They must teach English.
5. They have to teach English.
6. They had to teach English.
7. They are going to teach English.
8. They will teach English.
9. They teach English.
10. They are teaching English.
11. They were teaching English.

Drill 11. - Written

Use the correct form of the verb in brackets to complete the sentence.

Direct an individual student to look at the verb in brackets and then use it to complete the sentence. Remind the class that the time expression indicates the verb form to be used.

Examples:

1. (eat) They always .... at that restaurant.
They always eat at that restaurant.
2. (buy) She .... her food at the market every day.
She buys her food at the market every day.

1. (drive) He ..... the car every day.
2. (buy) She .... her food right now.
3. (come) I .... tomorrow morning.
4. (sleep) He never ....in class.
5. (go) Do they often ....to the swimming pool?
6. (wash) The servants .... the floor yesterday.
7. (teach) The teacher .... English every day.
8. (teach) Is he .... those students now?
9. (choose) They always .... expensive pens.
10. (send) He .... the money next week.
11. (stand) Those boys .... near the door every morning.
12. (begin) I .... tomorrow, if he comes.
13. (carry) Does she always .... that bag?
14. (visit) He .... his uncle last night.
15. (read) She often .... at home.
16. (work) He .... at the farm every day.
17. (help) Salma .... her mother now.
18. (try) They .... the new engine next week.
19. (sit) Fred sometimes .... in that chair.
20. (sell) Do you have to .... your house now?

Drill 12. - Transformation

Give these sets of sentences, first the pair with have, and then the corresponding pair with work; the class repeats.

I have a car. I don't have a car.	I work every week. I don't work every week.
He has a car. He doesn't have a car.	He works every week. He doesn't work every week.
They have a car. They don't have a car.	They work every week. They don't work every week.

Point out that in changing a statement to the negative, the simple present follows the pattern we have already learned for have.

Ask students to change the following to the negative. They should use the contracted forms don't and doesn't.

Examples: T: They come every day.
S: They don't come every day.

T: He always walks to the office.
S: He doesn't always walk to the office.

1. I visit my friend every day.
2. She always buys expensive food.
3. It starts here every day.
4. He usually leaves at noon.
5. They eat at home every day.
6. We always hurry to school.
7. You study every night.
8. They often take the chalk.
9. He usually gives easy exams.
10. The teacher always helps you.
11. The men play every day.
12. He changes it every month.
13. She always chooses good fruit.
14. They often bring the children.
15. He visits his relatives every week.
16. They read English newspapers.
17. She asks too many questions.
18. He teaches at the university.
19. I always thank my mother.
20. They help us every year.

Drill 13. - Dictation

Many people will go to the big football game next week. My younger brother is going to play. I must watch him. All his friends will be there too. We won't bring the children, because it will be too hot. The game will start at three o'clock. You will come with us, won't you?

Drill 14. - Substitution

The student hears a verb; he uses the correct forms of this verb in place of the underlined verbs in this sentence:

I never hurry, but he always hurries.

1. work
2. stop
3. speak
4. watch
5. wash
6. start
7. go
8. read
9. try
10. visit
11. listen
12. study
13. drive
14. pay
15. choose
16. teach
17. leave
18. begin
19. come
20. ask

Drill 15. - Variable Substitution

Base sentence: He is working now.

1. they
2. every day
3. she
4. wash
5. every morning
6. you
7. study
8. he
9. sometimes
10. always
11. now
12. English
13. every day
14. we
15. write
16. she
17. I
18. always
19. now
20. never
21. often

Drill 16. - Transformation

Examples: T: He is eating fruit now.
S: He always eats fruit.

T: They are driving a new car now.
S: They always drive a new car.

1. She is teaching English now.
2. He is going to the farm now.
3. They are eating good rice now.
4. They are hurrying to school now.
5. She is eating green apples now.
6. We are helping the children now.
7. You are using Ali's desk now. (I)
8. He is drinking cold milk now.
9. They are washing their car now.
10. His mother is watching him now.
11. Fred is walking home now.
12. We are asking many questions now.
13. He is paying the money now.
14. They are using the engine now.
15. She is bringing tea now.
16. You are starting the drill now. (we)
17. He is selling meat now.
18. She is carrying an umbrella now.
19. They are closing the windows now.
20. He is repeating the words now.

Drill 17. - Transformation

S_1 hears a sentence, he asks a question with when, as in the examples. Then S_2 replies, as in the examples.

Examples: T: We eat lunch at one o'clock.
S_1: When does he eat lunch?
S_2: He eats lunch at one o'clock too.

T: We work in the morning.
S_1: When does he work?
S_2: He works in the morning too.

The roles of the two students are reversed in the middle of the drill.

1. We eat lunch at one o'clock.
2. We work in the morning.
3. We leave the office at noon.
4. We study at night.
5. We visit in the evening.
6. We drive in the summer.
7. We begin at nine o'clock.
8. We walk in the afternoon.
9. We stop at midnight.
10. We go in the winter.
11. We drink coffee at half past three.
12. We sell fruit in the morning.
13. We teach at night.
14. We buy oranges in December.
15. We leave on June 5.
16. We wash the car on Thursday.
17. We open the store at quarter to seven.
18. We like tea in the afternoon.
19. We use the fan in the evening.
20. We come here in the spring.

LESSON THIRTY-ONE

I BASIC TEXT

Good Health

Good health is important and necessary. A man has to take care of his health, if he wants to be successful and happy. A healthy man takes exercise every day. He often begins the day with some exercise, and he sometimes walks for two or three hours. He takes a shower every day, and he does not wear dirty clothes. He doesn't eat too much food, and he doesn't drink too much tea or coffee. A sick man cannot do his work, and he cannot help others. A healthy man does not have to visit the doctor or go to the hospital. He always enjoys himself and is happy with his friends. Good health is more important than money.

1. Is good health important?
2. Is it necessary too?
3. Why does a man have to take care of his health?
4. Can a man be successful, if he is careless about his health?
5. Does a healthy man take much exercise?
6. Does a healthy man have to walk every day?
7. How does a healthy man keep himself clean?
8. Does a healthy man wear dirty clothes?
9. Doesn't a healthy man eat any food?
10. What work can a sick man do?
11. Who has to go to the hospital?
12. When does a healthy man visit the doctor?
13. Can a man be happy, if he is always sick?
14. Is money important?
15. Why is good health more important than money?

II PRONUNCIATION

Drill 29. - l

fill
sell
pull
feel
Bill
all
pool
school
milk
help
felt
pal

a. Give the above words; the class listens.
b. Give the above words; the class repeats.
c. Point out and demonstrate that during the pronunciation of l after vowels the tongue also touches the tooth ridge, but the middle of the tongue is low.
d. Give the words again; the class repeats.
e. Give the following sentences: the class repeats.

1. He felt cold last night.
2. I like to drink cold milk
3. They left the hill last fall.
4. Do you have milk for lunch?

III DRILLS

Drill 1. - Expansion

Give a negative statement; a student gives a short answer, and then makes a statement, as in the examples, using contractions.

Examples: T: He isn't reading now.
S: No, he isn't. He doesn't read every day.

T: They aren't playing now.
S: No, they aren't. They don't play every day.

1. She isn't going now.
2. They aren't visiting now.
3. He isn't teaching now.
4. I'm not studying now.
5. We aren't listening now.
6. They aren't writing now.
7. She isn't watching now.
8. He isn't speaking now.
9. They aren't reading now.
10. We aren't building now.
11. She isn't looking now.
12. They aren't helping now.
13. He isn't hurrying now.
14. You aren't repeating now.
15. They aren't driving now.
16. He isn't working now.

Drill 2. - Question - Answer

Give a verb; S_1 uses it to complete a question; S_2 uses the same verb to complete an answer, as in the example.

Example: T: work
S_1: Why doesn't he work?
S_2: He doesn't work, because he can't work.

Reverse the roles of the two students in the middle of the drill.

1. work
2. help
3. drive
4. speak
5. pay
6. try
7. build
8. begin
9. watch
10. sleep
11. hurry
12. eat
13. come
14. start
15. drink
16. walk
17. read
18. ask
19. study
20. change

Drill 3. - Addition

Give the following sentences and have the class repeat:

He likes fruit, doesn't he? Yes, he does.
They sit here, don't they? Yes, they do.

She doesn't know the answers, does she? No, she doesn't.
You don't teach English, do you? No, I don't.

Call the attention of the class to the fact that for the simple present the pattern for tail question and short answer follows the pattern we used for have.

Give a statement; a student repeats it and adds a tail question.

1. He reads many books,
2. She knows that man,
3. I give easy exams,
4. They ask many questions,
5. We study every day,
6. He always sits there,
7. It stops here,
8. You speak English,
9. She likes salad,
10. They eat a big lunch,
11. He doesn't drink coffee,
12. They don't carry bags,
13. We don't eat much meat,
14. She doesn't like tall men,
15. I don't watch you,
16. They don't sell many cars,
17. He doesn't usually come here,
18. She doesn't work every day,
19. It doesn't start at nine o'clock,
20. They don't often help him,

Drill 4. - Variable Substitution

Base sentence: I work

1. he
2. negative
3. at home
4. statement
5. always
6. never
7. she
8. often
9. question
10. the students
11. usually
12. every night
13. statement
14. negative
15. Salma
16. my brother
17. we
18. do they?
19. you
20. my father
21. Maryam

Drill 5. - Repetition

Call the attention of the class to the following:

This drill introduces the simple past tense. This tense is used to indicate that an action, an activity, or an event took place in the past.

Regular verbs form their past tenses by adding d or ed to the simple form of the verb. This ending, d or ed is pronounced t as in thanked, or d as in lived, or id as in repeated.

Point out that below are listed the past tenses of the regular verbs we have had so far.

Give the verbs listed below, doing all of each column first; the class repeats.

t

thanked
liked
*stopped
looked
asked
helped
walked
washed
watched
worked

d

opened
listened
*studied
spelled
learned
*hurried
*carried
played
*tried
lived
closed
changed
used

id

repeated
started
visited

Drill 6. - Double Substitution

Point out that in the simple past the one form of the verb is used with all pronouns, both singular and plural.

a. I watched last night.

1.	worked	yesterday
2.	walked	last night
3.	helped	last week
4.	looked	last Monday
5.	stopped	last month
6.	tried	yesterday
7.	studied	last summer
8.	played	last Wednesday
9.	started	last year
10.	listened	yesterday

b. We washed the car last night.

1.	thanked Fred	yesterday
2.	opened the store	last night
3.	used the engine	last Tuesday
4.	helped the cook	yesterday
5.	learned the lesson	last week
6.	visited the library	last month
7.	asked many questions	last week
8.	walked to school	yesterday

9. closed the office — last night
10. carried the bags — yesterday

Drill 7. - Transformation

Give a sentence; the class changes it to the simple past, using yesterday in place of every day, as in the example.

Example: T: He helps the doctor every day.
S: He helped the doctor yesterday.

1. He opens the door every day.
2. She washes the children every day.
3. I walk to school every day.
4. It starts at nine o'clock every day.
5. You use that engine every day.
6. She listens every day.
7. They visit the hospital every day.
8. We study every day.
9. She carries the children every day.
10. They watch TV every day.
11. He works at the bank every day.
12. It closes at half past five every day.
13. I thank my father every day.
14. They repeat the words every day.
15. Those boys play at the field every day.
16. He changes the pilot every day.
17. We learn new words every day.
18. He asks questions every day.

Drill 8. - Question - Answer

Ask a question; the class gives a short negative answer, and then makes a statement as in the example.

Example: T: Is he studying the lesson?
S: No, he isn't. He studied it yesterday.

1. Is he closing the shop?
2. Is she washing the floor?
3. Are you opening the office? (I)
4. Are they starting the lesson?
5. Are we using the engine?
6. Is he carrying the bag?
7. Are they changing the money?
8. Are they visiting the airport?
9. Is she trying the air cooler?
10. Are we studying the conversation?
11. Is he thanking the doctor?
12. Is she helping the cook?
13. Are they watching the teacher?
14. Are we visiting the judge?
15. Are you stopping the fan? (we)

16. Is he asking the questions?
17. Are they trying the airplanes?
18. Are you closing the restaurants?
19. Is he opening the windows?
20. Are they spelling the words?

Drill 9. - Transformation

Give the following sentences and have the class repeat:

I had a car. I didn't have a car.	I thanked the clerk. I didn't thank the clerk.

Point out that for the negative, the simple past follows the pattern we have already learned for had; in both cases we use didn't (did not) and the simple form of the verb.

Give a statement; a student changes it to the negative, as in these examples.

Examples: T: He opened the door.
S: He didn't open the door.

T: They worked at home.
S: They didn't work at home.

1. He started at the library.
2. She visited her relatives.
3. I repeated the conversation.
4. You looked at the picture.
5. They asked the officer.
6. They started the homework.
7. We liked the engineer.
8. The students listened.
9. He tried a new barber.
10. I helped the farmer.
11. The fisherman hurried to the sea.
12. The soldier opened the door.
13. The boys walked to school.
14. The mechanic washed the car.
15. We used the new books.
16. He changed the clock.
17. They closed the hotel.
18. We lived in that house.
19. George played with the boys.
20. She carried her umbrella.

Drill 10. - Substitution

They were very busy, but they helped.

1.	sick	worked
2.	careless	watched
3.	fat	walked
4.	proud	helped

5.	polite	asked
6.	brave	stopped
7.	sad	listened
8.	weak	studied
9.	careful	hurried
10.	hardworking	played
11.	poor	tried
12.	dishonest	changed
13.	hot	started
14.	young	worked
15.	proud	learned
16.	lazy	repeated
17.	old	looked
18.	busy	visited
19.	cold	washed
20.	serious	played

Drill 11. - Transformation

Give these sentences and have the class repeat:

He had a car.
Did he have a car?

He thanked the clerk.
Did he thank the clerk?

Point out that to change a statement to a question, the simple past follows the pattern we have already learned for had; in both cases we use did and the simple form of the verb.

Give a sentence; a student changes it to a question, as in the example above.

1. She helped the servant.
2. He asked the officer.
3. I changed the clock.
4. You liked the picture.
5. They started the homework.
6. We visited the greenhouse.
7. They stopped the fan.
8. He looked at those houses.
9. I opened the windows.
10. She used the old desk.
11. George walked to school.
12. The man tried the new ship.
13. The farmers lived there.
14. She repeated the sentence.
15. The policemen stopped that man.
16. We closed the restaurant.
17. I used my red umbrella.
18. They visited the neighbors.
19. The children watched the teacher.
20. Fred asked many questions.

Drill 12. - Question - Answer

The student hears a question; he gives a short negative answer and then a further reply, as in the examples.

Examples: T: Do they eat here every day?
S: No, they don't, but they often eat here.

T: Does she come here every day?
S: No, she doesn't, but she often comes here.

1. Do they sit here every day?
2. Do you stop here every day? (we)
3. Does he stand here every day?
4. Does she visit here every day?
5. Does it start here every day?
6. Do they work here every day?
7. Do we play here every day?
8. Do you begin here every day? (I)
9. Do they buy here every day?
10. Does she teach here every day?
11. Does he listen here every day?
12. Do I help here every day?
13. Does she read here every day?
14. Does he sleep here every day?
15. Do they drive here every day?
16. Do you write here every day? (I)
17. Does she watch here every day?
18. Do they walk here every day?
19. Does he look here every day?
20. Does it come here every day?

Drill 13. - Expansion

The student hears a statement; he answers as in the examples.

Examples: T: He should learn.
S: Maybe he should, but he doesn't learn.

T: They should write
S: Maybe they should, but they don't write.

1. He should watch.
2. She should eat.
3. We should listen.
4. You should teach. (I)
5. They should pay.
6. We should drive.
7. Saleh should work.
8. Laila should try.
9. The boys should play.
10. I should choose.
11. The old woman should sleep.
12. My brother should hurry.

13. The soldiers should begin.
14. Her sister should help.
15. The engineer should build.
16. The airplane should leave.
17. You should change. (we)
18. He should go.
19. The teacher should write.
20. We should study.

Drill 14. - Substitution

She opened the window yesterday.

1. thanked the teacher
2. looked at the picture
3. helped the old man
4. asked the policeman
5. watched the airplanes
6. worked at the bank
7. washed the dirty windows
8. walked to the airport
9. watched the children
10. opened the shop
11. listened to her mother
12. used her umbrella
13. tried the new car
14. carried that bag
15. learned another word
16. closed the office
17. hurried home
18. visited her friends
19. repeated ten sentences
20. started the car

Drill 15. - Question - Answer

The student hears a question; he answers as in the example.

Example: T: Why did Ali visit that man?
S: Ali didn't visit that man.

1. Why did Fred open that box?
2. Why did Salma ask that question?
3. Why did you thank the merchant? (I)
4. Why did they repeat that sentence?
5. Why did the policeman stop them?
6. Why did the soldier hurry?
7. Why did I look at that house?
8. Why did Jasim like them?
9. Why did we carry umbrellas?
10. Why did the officer walk?
11. Why did Laila stop the car?
12. Why did his friends work there?

13. Why did he open the book?
14. Why did she use the parking lot?
15. Why did the teacher watch him?
16. Why did you close the workshop? (we)
17. Why did they wash the plates?
18. Why did she live at the hotel?
19. Why did we learn those words?
20. Why did he play here?

LESSON THIRTY-TWO

I BASIC TEXT

Review Basic Text, Lesson 31.

II PRONUNCIATION

Drill 30. - š vs. ž

Note to teachers: Arab students will ordinarily not encounter any difficulty in pronuncing the š sound, as in ship. They will, however, probably have some difficulty with the ž sound, as in measure, which they tend to pronounce as meačure.

ship	garage
sheep	rouge
shoes	measure
cash	vision
wash	division
brush	conclusion
fish	pleasure

a. Give the words of column one; the class listens.
b. Give the words of column one; the class repeats.
c. Follow the same procedure with the words of column two.
d. Point out that both consonant sounds š and ž have the same point of articulation, but š is voiceless and ž is voiced.
e. Give the words of each column again; the class repeats.
f. Give the following sentences; the class repeats.

1. He washed the car in the garage.
2. She paid cash for the rouge.
3. His vision is very sharp.
4. Can you measure the length of the ship.
5. He took a decision to cash the check.

III DRILLS

Drill 1. - Repetition

Call the attention of the class to the following:

There are a number of very commonly used verbs which do not form the simple past tense in the regular way by adding d or ed to the simple form of the verb. These are called irregular verbs. The simple past tense forms of the irregular verbs we have had so far are presented in this drill. Students are responsible for learning these forms and their spelling; they will also be responsible for learning the forms and spelling of other irregular verbs, as they are presented in future drills.

Give each of the following pairs twice and have the class repeat.

write-wrote
take-took
drink-drank
know-knew
feel-felt
sit-sat
eat-ate
see-saw
read-read
go-went
put-put
sleep-slept
stand-stood
find-found
come-came
begin-began
build-built
say-said
leave-left
sell-sold
bring-brought
do-did
speak-spoke
drive-drove
buy-bought
send-sent
choose-chose
pay-paid
give-gave
teach-taught

Drill 2. - Transformation

Give the simple form and the simple past form of a verb and then give a statement using the simple present; the class changes the statement to the simple past, using yesterday in place of every day, as in the example.

Example: T: drive-drove He drives the car every day.
S: He drove the car yesterday.

1. drink-drank He drinks coffee every day.
2. know-knew She knows the answers every day.
3. sit-sat I sit at this desk every day.
4. eat-ate They eat a big lunch every day.
5. see-saw We see some beautiful pictures every day.
6. read-read Murshid reads English every day.
7. go-went My friends go to the airport every day.
8. sell-sold The grocer sells a lot of tea every day.
9. stand-stood I stand near the bus terminal every day.
10. leave-left Fred leaves his house at nine o'clock every day.
11. teach-taught She teaches three classes every day.
12. buy-bought We buy a lot of fruit every day.
13. send-sent You send a clerk to the bank every day.
14. give-gave The teacher gives an exam every day.
15. come-came That animal comes here every day.
16. pay-paid My cousin pays the servant every day.
17. bring-brought The farmer brings fruit to the market every day.
18. put-put His mother puts cheese on the table every day.
19. say-said He says many kind words every day.
20. do-did They do their homework every day.

Drill 3. - Transformation

Give a statement, using the simple past of an irregular verb; S_1 repeats. Then S_2 gives a negative response. Remind the class that for a negative sentence in the simple past we use didn't and the simple form of the verb.

Example: T: He went to the airport.
S_1: He went to the airport.
S_2: No, he didn't go to the airport.

Reverse the roles of the two students in the middle of the drill.

1. He took a lot of money.
2. He drank three glasses of milk.
3. They saw the airplanes.
4. She sold the old car.
5. We built a new house.
6. I knew those important people.
7. He taught those smart students.
8. She brought books to the library.
9. Laila chose the red umbrella.
10. The doctor sent him to the hospital.
11. Those officers drove to the camp.
12. You ate too much rice.
13. He put the bags in the car.
14. They went home.
15. The policeman found the man.
16. The judge spoke to the lawyers.
17. This teacher wrote that book.
18. His grandfather felt fine.
19. He slept at the hotel.
20. The mechanics came to the garage.

Drill 4. - Transformation

Give a statement from Drill 3. above; S_2 repeats. Then S_1 changes the statement to a question. Remind the class that for the question we use did and the simple form of the verb.

Example: T: He went to the airport.
S_1: He went to the airport.
S_2: Did he go to the airport?

Reverse the roles of the two students in the middle of the drill.

Drill 5. - Written

Choose the correct answer and write the letter in the space on the left.

Example:

1. ..c.. He (a. has b. have c. had d. will have) a big breakfast yesterday.

For the drill in class, ask an individual student to choose the correct answer, give the letter, and then say the full sentence. Then give the correct sentence and have all the class repeat.

1. .... They (a. are sitting b. sat c. will sit d. sit) in the new chairs tomorrow.
2. .... She (a. will eat b. ate c. is eating d. eats) her lunch now.
3. .... The mechanic (a. goes b. is going c. go d. going) to the airport every day.
4. .... We usually (a. were starting b. will start c. start d. are starting) at nine o'clock.
5. .... The teacher is going to (a. sends b. sending c. sent d. send) those books tomorrow.
6. .... We didn't (a. carried b. carry c. carrying d. can carry) those heavy bags last night.
7. .... Did he (a. sees b. seeing c. saw d. see) that beautiful picture?
8. .... The soldiers (a. went b. are going c. go d. were going) to the camp now.
9. .... I always (a. thanking b. thanks c. thank d. thanked) my father.
10. .... They (a. walked b. will walk c. are walking d. walk) to the bus station two days ago.

Drill 6. - Expansion

Give a command; the class answers with a statement in the simple past.

Example: T: Ask the teacher tomorrow.
S: I asked the teacher yesterday.

1. Help that sick man tomorrow.
2. Walk to the store tomorrow.
3. Wash the floor tomorrow.
4. Start the clock tomorrow.
5. Use that example tomorrow.
6. Visit those people tomorrow.
7. Try the new engine tomorrow.
8. Sleep at the hotel tomorrow.
9. Learn those words tomorrow.
10. Look for the money tomorrow.
11. Listen to the teacher tomorrow.
12. Work at the bank tomorrow.
13. Close the library tomorrow.
14. Stop the carpenter tomorrow.
15. Hurry to the post office tomorrow.
16. Carry her bags tomorrow.
17. Open the office tomorrow.
18. Study the answers tomorrow.
19. Spell those long words tomorrow.
20. Ask the engineer tomorrow.

Drill 7. - Dictation

Remind the student of the need to begin a sentence with a capital letter and to end it with proper punctuation. Caution them about the use of the s-form for the simple present.

My cousin is a mechanic. He works at the garage every day. If he isn't too busy, he tells me about the cars. He doesn't speak much English, but he often tries to speak English with me. Many people bring their cars to him. He is always very careful and honest. We all like him.

Drill 8. - Expansion

Give a negative command; a student answers with a negative statement in the simple past, as in the example.

Example: T: Don't drink tea in this room.
S: We didn't drink tea in this room.

1. Don't write on the walls.
2. Don't drive to the garage.
3. Don't speak to him.
4. Don't sell the calendars.
5. Don't eat food here.
6. Don't leave the book there.
7. Don't spend all the money.
8. Don't read that newspaper.
9. Don't sit near the window.
10. Don't give an answer.
11. Don't work on Friday.
12. Don't sleep in class.
13. Don't open that umbrella.
14. Don't help that lazy boy.
15. Don't start at three o'clock.
16. Don't study at the hotel.
17. Don't change those colors.
18. Don't ask any questions.
19. Don't pay the merchant.
20. Don't send him to the bank.

Drill 9. - Question - Answer

a. Give a word or a phrase; S_1 uses it to ask a question. Give another word or phrase; S_2 answers the question.

Example: T: hospital
S_1: Who went to the hospital?
T: the sick man
S_2: The sick man went to the hospital.

1. office	Frank
2. garage	the mechanics
3. university	the professor
4. camp	the officers
5. workshop	the engineers
6. bank	the rich man
7. bus station	the tailor
8. clinic	the dentist
9. airport	the pilot
10. market	his wife

b. Give a word; S_2 uses it, with in or on as needed, to complete this question:

Did they come ....?

Give another word; S_1 gives a short answer, and then uses this word, with in or on as needed, to complete this reply:

No, they didn't. They came ....

Examples: T: Monday
S_1: Did they come on Monday?
T: Saturday
S_2: No, they didn't. They came on Saturday.

T: March
S_1: Did they come in March?
T: February
S_2: No, they didn't. They came in February.

1.	Tuesday	Sunday
2.	November	October
3.	September	May
4.	Wednesday	Tuesday
5.	Saturday	Sunday
6.	March	January
7.	July	April
8.	Friday	Thursday
9.	Saturday	Thursday
10.	February	November
11.	August	July
12.	Monday	Wednesday
13.	June	January
14.	October	August
15.	Thursday	Monday
16.	December	September

Drill 10. - Transformation

Give a sentence; an individual student changes it to the simple present, using all the time in place of yesterday.

1. He watched the children yesterday.
2. I brought his lunch yesterday.
3. It stopped here yesterday.
4. She drove the car yesterday.
5. Did he drink coffee yesterday?
6. Did they like the food yesterday?
7. Did she find the answer yesterday?
8. Did you teach yesterday?
9. Didn't they go to the hotel yesterday?
10. Didn't he sit here yesterday?
11. Didn't I take the money yesterday?
12. Didn't we work yesterday?

13. Did you try yesterday?
14. He knew the name yesterday.
15. She ate a lot of rice yesterday.
16. Didn't they bring the newspaper yesterday?
17. Did the doctor visit those people yesterday?

Drill 11. - Question - Answer

1. You aren't ready to play football now, are you?
2. When will you read an English newspaper?
3. Are you going to watch TV tonight?
4. Do you watch TV every night?
5. Where do you watch it?
6. Does the teacher give homework every day?
7. Does the teacher often speak Arabic?
8. Where does the teacher stand?
9. Doesn't the teacher usually write on the blackboard?
10. Do you always sit in that chair?
11. Where do the students eat lunch?
12. Do you sometimes eat at the hotel?
13. Where is the hotel?
14. Is the food expensive there?
15. Do you know a cheap restuarant?
16. Can you cook dinner yourself ?
17. Why don't you like fruit?
18. How many cups of tea do you drink every day?
19. Whose car do you use?
20. Where do you wash your clothes?

Drill 12. - Expansion

The student hears a statement; he asks a question about the past, as in the example, using yesterday.

Example: T: She usually helps the doctor.
S: Did she help the doctor yesterday?

1. He often stops here.
2. They usually carry it.
3. They frequently walk home.
4. She sometimes watches them.
5. I often hurry to school.
6. Fred usually asks her.
7. We frequently study at the shop.
8. He often visits the neighbors.
9. She usually tries.
10. They sometimes thank the clerk.
11. He uses the library every day.
12. They wash the car every week.
13. She usually opens the door.
14. We often ask the policeman.
15. I sometimes play at the field.

16. He closes the office all the time.
17. They usually look at the clock.
18. We always repeat the words.
19. You sometimes listen to George.
20. He usually drives the car.

Drill 13. - Question - Answer

The student hears a question; he answers, as in the example, using pronouns in place of the nouns.

Examples: T: Who stopped the clock?
S: He didn't stop it.

T: Who carried those bags?
S: He didn't carry them.

1. Who stopped the clock?
2. Who carried those bags?
3. Who washed the floor?
4. Who used this room?
5. Who started the engines?
6. Who helped the dentist?
7. Who learned the answer?
8. Who asked those questions?
9. Who changed the time?
10. Who looked at the pictures?
11. Who spelled this word?
12. Who studied the verbs?
13. Who opened the windows?
14. Who thanked the judge?
15. Who repeated the sentence?
16. Who started the airplane?
17. Who closed the doors?
18. Who tried the exam?
19. Who liked the cheese?
20. Who watched the painter?

Drill 14. - Variable Substitution

Base sentence: He is studying English.

1. question
2. they
3. statement
4. always
5. yesterday
6. question
7. you
8. now
9. statement
10. tomorrow
11. I
12. negative
13. last night
14. now
15. statement
16. two years ago
17. he
18. question

Drill 15. - Expansion

The student hears a statement; he replies as in the example.

Example: Teacher: He bought a new car last week.
Student: They bought a new car last week too.

1. He sold a house last week.
2. He left the office last week.
3. He built a shop last week.
4. He began a new book last week.
5. He came to the hotel last week.
6. He found an old friend last week.
7. He brought some chicken last week.
8. He spoke to the judge last week.
9. He drove to the airport last week.
10. He sent a carpenter last week.
11. He chose the pictures last week.
12. He paid the engineer last week.
13. He gave an answer last week.
14. He taught ten classes last week.
15. He went to the hospital last week.
16. He read three books last week.
17. He saw the new calendars last week.
18. He ate too much bread last week.
19. He felt very happy last week.
20. He took three exams last week.

LESSON THIRTY-THREE

I DIALOG

Helping a friend

Say, where did you go yesterday? I waited a half hour for you, and then I went home.

I'm sorry. I had to take care of some important business.

Why didn't you send word and let me know?

I couldn't find a telephone. Anyway, I didn't finish till eight o'clock.

By the way, what did you think of that plan I gave you?

I thought it was fine, but I didn't understand all of it.

What didn't you understand?

For one thing, why did you put me down as the chairman?

Oh, you're my friend, and we need a good man.

Didn't I tell you that I wanted to take a vacation?

Sure, but you can do that any time. We're really depending on you. Won't you help a friend?

All right. I'll do it to please you. I guess this is more important than a vacation.

II PRONUNCIATION

Drill 31. syllabic n and l

Note to teachers: Some consonants, especially final n and l are syllabic; that is, the consonant is an entire syllable in itself. In pronouncing words like apple, for example, Arab students often stress the last syllable too strongly and interpolate a vowel sound, thus: apul or apil.

1. Syllabic l

table
little
bottle
people
marble
battle
hospital
couple
middle
able

a. Give each of the words above; the class listens.
b. Give each of the words above; the class repeats.
c. Use the observations made in the note above and warn the students not to interpolate a vowel.
d. Give the words again; the class repeats.

II. Syllabic n.

listen
lesson
garden
beaten
driven
taken
happen
written
golden
ridden

Follow the procedure indicated for syllabic l.

III. Give the following sentences practicing syllabic l and n; the class repeats.

1. The little table is broken.
2. You should listen to the lesson.
3. He has written with a little pencil.
4. They have driven to the garden.

III DRILLS

Drill 1. - Transformation

a. Give each of the following pairs twice and have the class repeat:

find-found
go-went
do-did
feel-felt
see-saw
take-took

b. Give a sentence; an individual student changes it to the simple past.

Example: T: He finds a good friend in every city.
S: He found a good friend in every city.

1. He finds a good friend in every city.
2. This boy finds money in the bag.
3. They go by car.
4. He goes with his father.
5. She does the lesson at home.
6. We do the homework before class.
7. I feel it. Do you feel it?
8. They feel very happy.
9. He sees the beautiful picture.
10. We see the new airplanes.
11. He takes money from us.
12. It takes a lot of time.
13. I find good doctors.
14. She feels cold.
15. The boys go to school.
16. He does it himself.
17. We take many exams.
18. You do a lot of work here.
19. He finds it, doesn't he?
20. You see it, don't you?

Drill 2. - Transformation

Before beginning the drill, remind the class that word order after the question words where and why is the same as that for simple questions.

a. Give a statement; an individual student asks a question, using the question word where, as in the example. Then give the correct question and have all the class repeat.

Example: T: He can sleep.
S: Where can he sleep?

1. We should sit.
2. He can study.
3. They found Nancy's bag.
4. He felt it.
5. They must write the answer.
6. He had to send the book.
7. She usually takes the cook.
8. I am going to eat.
9. Ali was playing.
10. He went two days ago.
11. He could watch it.
12. They found a good car.
13. I am looking.
14. We have to drive.

b. Give a statement; an individual student asks a question, using the question word why, as in the example. Then give the correct question and have the class repeat.

Example: Teacher: He should sit here.
Student: Why should he sit here?

1. John went home.
2. I am leaving.
3. They are going to begin.
4. He should do it himself.
5. She can't read it.
6. They were watching us.
7. We must drive the car.
8. He felt happy.
9. She takes a lot of sugar.
10. They found it themselves.
11. He had to see it.
12. They often walk to the bus station.
13. She could feel it.
14. He has to go at night.

Drill 3. - Transformation

Before beginning the drill, remind the class that word order after the question words when and what is the same as that for simple questions.

a. Give a statement; an individual student asks a question, using the question word when, as in the example. Then give the correct question and have all the class repeat.

Example: T: I went home.
S: When did you go home?

1. She can come.
2. He has to find it.
3. It should start.
4. They took the clock.
5. We must pay the money.
6. They will help me.
7. He took those books.
8. They are going to help the painter.
9. I will take the exam.
10. The teacher is beginning the lesson.

11. She did that herself.
12. The girls were going to the cinema.
13. They felt very hot.
14. He usually speaks to them.

b. Give a statement; an individual student asks a question, using the question word what, as in the example. Then give the correct question and have all the class repeat.

Example: T: He took the book.
S: What did he take?

1. She found the old books.
2. They took the umbrellas.
3. They should do it.
4. I have to study the verbs.
5. I can feel the hot water.
6. We must see that picture.
7. We brought the oranges.
8. He is going to watch TV.
9. They paid a lot of money.
10. I found ten pencils.
11. She visited the hospital.
12. They are leaving the office.
13. He could carry the bag.
14. She brings the food.

Drill 4. - Variable Substitution

Base sentence: It is stopping now.

1. question
2. tomorrow
3. yesterday
4. they
5. statement
6. always
7. go
8. last week
9. question
10. every day
11. he
12. teach
13. two days ago
14. statement
15. tomorrow morning
16. negative
17. last week
18. now

Drill 5. - Question - Answer

Ask a question and then give a word or a phrase; the class uses the word or phrase to make a negative statement, and then adds another statement, as in the examples, stressing I.

Examples: T: Who wrote the homework? the professor
S: The professor didn't write the homework. I wrote it.

T: Who taught the girls? Salem
S: Salem didn't teach the girls. I taught them.

1. Who sold the meat?	the carpenter
2. Who drove the car?	the tailor
3. Who sent the boys?	the secretary
4. Who chose Fred?	the teacher
5. Who began that sentence?	John
6. Who brought those apples?	the servants
7. Who saw Laila?	the children
8. Who stopped the car?	his uncle
9. Who gave watches?	the farmer
10. Who paid the barber?	Hamad
11. Who drank the milk?	the policeman
12. Who left the shops?	Jasim

13.	Who built this house?	the judge
14.	Who bought the desks?	the officer
15.	Who found the painter?	Aziz
16.	Who ate the meat?	those boys
17.	Who helped the cook?	the dentist
18.	Who said those words?	Salma
19.	Who tried the children?	her mother
20.	Who opened the boxes?	their brother

Drill 6. - Transformation

a. Give each of the following pairs twice and have the class repeat.

know-knew
come-came
write-wrote
got-got
tell-told
make-made

b. Give a sentence; an individual student changes it to the simple past and adds last week. Then give the correct sentence and have all the class repeat. Direct the students to refer to the simple past forms above.

Examples: T: She knows the answer.
S: She knew the answer last week.

T: He's going to come here.
S: He came here last week.

I.
1. She knows the answer.
2. He knows the questions.
3. They know the teacher.
4. We know their names.

II.
1. He's writing a book.
2. I'm writing the example.
3. They're writing the answers.
4. We're writing the numbers.

III.
1. She tells her mother.
2. He tells the merchant.
3. It tells the weather.
4. They tell their friends.

IV.
1. He's going to come here.
2. I'm going to come by car.
3. They're going to come home.
4. She's going to come by airplane.

V.
1. I'll get a calendar.
2. He'll get a new car.
3. They'll get the money.
4. She'll get a watch.

VI.
1. He was making a desk.
2. We were making a table.
3. She was making salad.
4. I was making much money.

Drill 7. - Variable Substitution

Base sentence: He isn't writing it now.

1. tomorrow
2. we
3. yesterday
4. take
5. statement
6. always
7. question
8. last week
9. now
10. statement
11. ten days ago
12. make
13. she
14. next month
15. negative
16. statement
17. often
18. get
19. last night
20. negative
21. next week

Drill 8. - Question - Answer

Ask a question; a student gives a short negative answer and then makes a statement, using an emphasizing pronoun, as in the examples.

Examples: T: Did you go there with them?
S: No, I didn't. They went there themselves.

T: Did you leave the office with him.
S: No, I didn't. He left the office himself.

1. Did you come here with them?
2. Did you drive the car with him?
3. Did you build the house with him?
4. Did you try the engine with her?
5. Did you give the example with him?
6. Did you choose the day with us?
7. Did you pay the money with them?
8. Did you sell the food with them?
9. Did you carry the bag with her?
10. Did you begin work with us?
11. Did you take the exam with her?
12. Did you write the book with him?
13. Did you see the picture with them?
14. Did you sit there with her?
15. Did you stop the car with him?
16. Did you give the money with us?
17. Did you buy the fruit with them?
18. Did you get the fan with her?
19. Did you go there with me?
20. Did you eat lunch with them?

Drill 9. - Question - Answer

Ask a question; the class first makes a short reply, using the word mistaken. Give examples to illustrate the meaning and caution the students not to use mistake when they mean mistaken. The class pauses briefly after this short response, and then makes another reply, as in the example.

Example: T: Why did you use that car?
S: You're mistaken. I didn't use that car.

1. Why did you tell his father?
2. Why did you write that answer?
3. Why did you get that pen?
4. Why did you come on Tuesday?
5. Why did you go to the camp?
6. Why did you bring the food?
7. Why did you take those apples?
8. Why did you sit there?
9. Why did you feel sad?
10. Why did you buy that engine?
11. Why did you drive that car?
12. Why did you read that newspaper?

13. Why did you visit that man?
14. Why did you speak to her?
15. Why did you drink that milk?
16. Why did you sell those oranges?
17. Why did you teach those students?
18. Why did you choose that color?
19. Why did you eat that fruit?
20. Why did you say that word?

Drill 10. - Transformation

a. Give each of the following pairs twice and have the class repeat:

say-said	give-gave	understand-understood
hear-heard	read-read	forget-forgot

b. Give a sentence; an individual student changes it to the simple past and adds a week ago.

Example: T: He hears the airplane.
S: He heard the airplane a week ago.

I. 1. They say polite words.
2. She says long sentences.
3. He says a kind word.
4. They say "hello."

II. 1. I hear the neighbors.
2. He hears your question.
3. They hear the commands.
4. She hears her mother.

III. 1. He gives much money.
2. It gives the news.
3. She gives many dinners.
4. They give the exams.

IV. 1. He reads the newspaper.
2. Those men read English.
3. She reads many books.
4. We read her answers.

V. 1. He understands every word.
2. We understand the questions.
3. They understand that teacher.
4. She understands the children.

VI. 1. He forgets his watch.
2. They forget the money.
3. She forgets his name.
4. You forget lunch.

Drill 11. - Question - Answer

Ask a question; a student answers, giving the reason, as in the example.

Example: T: Why are you working today?
S: I'm working today, because I didn't work yesterday.

1. Why are you beginning today?
2. Why is she reading today?
3. Why are they coming today?
4. Why is he writing today?
5. Why are you getting it today?
6. Why are we telling it today?
7. Why is he doing it today?
8. Why are they taking it today?
9. Why is he sending it today?
10. Why am I starting today?

11. Why is he driving today?
12. Why are they paying today?
13. Why are we hurrying today?
14. Why is she bringing it today?
15. Why is the doctor visiting today?
16. Why are you washing today?
17. Why are they selling it today?
18. Why are the men leaving today?
19. Why is he teaching today?
20. Why is she speaking today?

Drill 12. - Oral Comprehension and Reading

A Visit to the Hospital

Salma left the house at eight o'clock last night. She drove to the hospital to see her sick sister, Sara. She stopped at a shop and bought some flowers. She spoke to the policeman in front of the hospital and then put the car in the parking lot. She saw her friend, Laila, at the door of the hospital and talked to her for a short time. She learned that Laila's mother was sick too.

She entered the hospital and went to the doctor's office. She asked him about her sister. He said that Sara was better but that she had to stay in the hospital. Salma hurried to her sister's room and visited with her for a half hour. Sara was feeling much better. She was happy to see her sister and talk with her. Salma put the flowers on a table. She left her sister's room at nine o'clock and drove home.

After the second reading, follow the true or false procedure.

1. Salma started at eight o'clock.
2. Salma went to the hospital two nights ago.
3. She walked to the hospital.
4. She couldn't buy any flowers.
5. She found some flowers at her friend's house.
6. She talked to her friend, Laila.
7. The policeman stopped Salma in front of the hospital.
8. Salma put the car in the parking lot.
9. Salma went to the hospital, because she wanted to see Laila.
10. Laila's mother was not well.
11. Salma could not find the doctor's office.
12. The doctor said Sara could go home.
13. Sara's health was better.
14. Sara was very sad, while Salma was in her room.
15. Salma brought fruit and flowers to Sara.
16. Salma and Sara talked for an hour.
17. Salma put the flowers on a table.
18. Salma stayed at the hospital that night.
19. Salma went to Laila's house.
20. Salma drove home after nine o'clock.

Drill 13. - Transformation

The student hears a sentence and then a question word; he uses this word to restate the statement as a question, as in the examples.

Examples: T: They went to the restaurant. when
S: When did they go to the restaurant?

T: He forgot the newspapers. why
S: Why did he forget the newspapers?

1. She drove the car herself. why
2. He sold the old engine. when
3. They went on Thursday. where
4. The professor taught three classes. when
5. The merchant left the shop. why
6. She brought the food. what
7. He sent the answer. when
8. They paid the money. why
9. He found three notebooks. how many
10. She forgot their names. what
11. He sent them to school. when
12. They heard the sad news. where
13. We saw Faisal's picture. whose
14. I read a wonderful book. when
15. He gave many exams. why
16. They knew the answers. when
17. He did it himself. why
18. We built a new house. what
19. He went two days ago. where
20. They ate a big dinner. why

Drill 14. - Question - Answer

The student hears a question; he gives a short answer and then makes a statement, as in the examples.

Examples: T: Did you write my name?
S: No, I didn't. I wrote the other names.

T: Did you get my bag?
S: NO, I didn't. I got the other bags.

1. Did you write my name?
2. Did you get my bag?
3. Did you find my watch?
4. Did you do my lesson?
5. Did you take my pencil?
6. Did you know my neighbor?
7. Did you write my number?
8. Did you tell my lawyer?
9. Did you get my glass?
10. Did you bring my chair?

11. Did you see my place?
12. Did you sell my car?
13. Did you teach my student?
14. Did you send my umbrella?
15. Did you buy my book?
16. Did you read my answer?
17. Did you leave my ruler?
18. Did you drive my car?
19. Did you choose my picture?
20. Did you try my pen?

Drill 15. - Variable Substitution Drill

The student follows the procedure for previous drills of this kind.

Base sentence: We are reading the newspapers now.

1. yesterday
2. in five minutes
3. they
4. last Monday
5. buy
6. question
7. usually
8. he
9. statement
10. negative
11. a week ago
12. bring
13. statement
14. next week
15. last night
16. negative
17. they
18. now

LESSON THIRTY-FOUR

I DIALOG

Review Dialog, Lesson 33. Take the part of one speaker; S_1 takes the part of the other speaker; switch roles. Then have S_1 and S_2 do the dialog.

II PRONUNCIATION

Drill 32. - str

street
strong
straight
strip
stream
strangle
struggle
string
strength
strand
strap
strife

a. Give each of the words above; the class listens.
b. Give each of the words above; the class repeats.
c. Point out that Arab students have a tendency to insert a vowel sound in the consonant cluster str -. For example, they tend to say sitreet instead of street. They should be warned not to insert such a vowel sound.
d. Give the words again; the class repeats.
e. Give the following sentences; the class repeats.

1. This is a straight street.
2. Strength is the noun from strong.
3. He was strapped and strangled.
4. That straw has a strange color.

III DRILLS

Drill 1. - Expansion

Give a statement; a student replies with one statement and then makes another statement in the simple past, using a pronoun, as in the examples.

Examples: T: He can do that work.
S: It's not necessary. I did it yesterday.

T: We can find the book.
S: It's not necessary. I found it yesterday.

1. He can do that work.
2. We can find the book.
3. I can take the food.
4. She can get the money.
5. He can stop the fan.
6. You can give the exam.
7. They can sell the car.
8. We can pay the money.
9. He can choose the name.
10. They can make the table.
11. They can begin the work.
12. She can bring the notebook.
13. We can give the answer.
14. I can open the desk.

15. He can wash the car.
16. She can ask the question.
17. They can close the office.
18. I can buy the food.
19. We can find the watch.
20. He can bring the umbrella.

Drill 2. - Substitution

Give a base sentence; the class changes it to a simple question. Then give a question word; the class uses it to ask a question. Then give the correct question and have the class repeat. Use the same question words with all the base sentences:

when, where, why, what

Example:

Teacher	Class
He is building.	Is he building?
what	What is he building?
where	Where is he building?
why	Why is he building?
when	When is he building?

For uniformity contractions should not be used in the drill.

1. He is leaving.
2. They tried.
3. She teaches.
4. You forgot.
5. They drove.
6. He tries.

Drill 3. - Addition

Give a sentence; an individual student repeats it and adds a tail question.

Examples: T: He understands,
S: He understands, doesn't he?

T: She can't come,
S: She can't come, can she?

1. He drives,
2. She can't go,
3. I can't answer,
4. He doesn't understand,
5. They have to leave,
6. She taught,
7. It opened,
8. He'll come,
9. She's going to study,
10. It was on Tuesday,
11. He's very sick,
12. They don't know,
13. It wasn't starting,
14. The bank closed,
15. He's listening,
16. It couldn't stop,
17. They don't hurry,
18. We should ask,

Drill 4. - Transformation

a. Give each of the following pairs twice and have the class repeat:

send-sent
spend-spent
pay-paid
build-built
sell-sold
break-broke

b. Give a sentence; an individual student changes it to the simple past and adds yesterday. Then give the correct sentence and have the class repeat. Direct the students to refer to the simple past forms above.

Examples: T: He will send the clerk.
S: He sent the clerk yesterday.

T: He's building another garage.
S: He built another garage yesterday.

I. 1. She will send the boy.
2. They will send the books.
3. The government will send him.
4. I will send a carpenter.

II. 1. We spend our time there.
2. He spends a lot of money.
3. They spend much money too.
4. She spends too much money.

III. 1. He's paying the carpenter.
2. They're paying the servants.
3. She's paying too much money.
4. We're paying for the car.

IV. 1. He's building another garage.
2. They're building a new hospital.
3. I'm building behind the school.
4. She's building a small airplane.

V. 1. He'll sell that old car.
2. I'll sell this air cooler.
3. They'll sell many oranges.
4. She'll sell a lot of fish.

VI. 1. He's going to break his watch.
2. She's going to break those glasses.
3. They're going to break the windows.
4. It's going to break.

Drill 5. - Question - Answer

Give a command; S_1 uses it to ask a negative question; S_2 answers, as in the examples.

Examples: T: forget the book
S_1: Didn't he forget the book?
S_2: Yes, he did. I forgot it too.

T: send the mechanics
S_1: Didn't he send the mechanics?
S_2: Yes, he did. I sent them too.

Reverse the roles of the two students in the middle of the drill.

1. spend the money
2. forget the notebook
3. pay the merchant
4. build that house
5. break those glasses
6. sell the food
7. read the newspaper
8. understand the teacher
9. give those desks
10. hear the command
11. make that table
12. get those pencils
13. write the answer
14. take that exam
15. see those pictures
16. find the judge
17. eat that meat
18. tell the lawyer
19. know the questions
20. do that work

Drill 6. - Transformation

a. Give each of the following pairs twice and have the class repeat.

teach-taught
eat-ate
leave-left
drink-drank
choose-chose
keep-kept

b. Give a sentence; an individual student changes it to the simple past and adds last evening. Direct the students to refer to the simple past forms above.

I. 1. He teaches two classes.
2. She teaches English.
3. They teach us.
4. We teach the cook.

II. 1. The boys eat all the fruit.
2. The old men eat rice.
3. Zaki eats a lot of bread.
4. She eats a big piece of meat.

III. 1. We're leaving the office.
2. He's leaving that bag.
3. She's leaving the city.
4. They're leaving the money.

IV. 1. He'll drink a lot of coffee.
2. They'll drink all the tea.
3. The children drink milk.
4. She drinks cold water.

V. 1. She's choosing the names.
2. He's choosing a car.
3. They'll choose a good barber.
4. We'll choose beautiful colors.

VI. 1. He keeps all the money.
2. She keeps her bag.
3. They're keeping the car.
4. You're keeping the books.

Drill 7. - Dictation

Jasim tried to read the English newspaper yesterday. It was Thursday's newspaper and he was looking for the name of his friend. He didn't understand some words, because his English was weak. Maybe he'll be better in English after some months. He felt very happy and proud when he found his friend's name.

Drill 8. - Transformation

Give a base sentence; an individual student repeats it. Then give, one by one, a series of time expressions; for each time expression the same student makes a new sentence, and each time you give the correct sentence and have all the class repeat. At the end of the series of time expressions, select another student, give a new base sentence and repeat the procedure.

Example:

Teacher	Student
They were going.	They were going.
now	They are going now.
last year	They went last year.
next month	They will go next month.
always	They always go.
never	They never go.

Use this series of time expressions for all base sentences:

now, last year, next month, always, never

1. They were coming.
2. He was teaching English.
3. I was reading a long book.
4. She was eating at home.

Drill 9. - Transformation

Ask a question; S_1 changes the question to the simple past. Then S_2 answers, as in the example.

Example: T: Who helps the old woman?
S_1: Who helped the old woman?
S_2: I helped her.

1. Who takes the book?
2. Who drinks the coffee?
3. Who sees the airplane?
4. Who writes the questions?
5. Who teaches Ahmad?
6. Who does the work?
7. WHo eats the fruit?
8. Who drives the car?
9. Who buys the food?
10. Who gives the money?
11. Who sends the books?
12. Who finds the house?
13. Who chooses the day?
14. Who visits the doctor?
15. Who asks the secretary?
16. Who sells the meat?
17. Who carries the bags?
18. Who knows the answer?
19. Who gets the umbrella?
20. Who hears the teacher?

Drill 10. - Expansion

Give a statement; a student replies, as in the example.

Example: Teacher: Some people built houses last year.
Class : I built one, he built another, and they built the others.

1. Some people wrote books last year.
2. Some people brought calendars last year.
3. Some people found good stores last year.
4. Some people took exams last year.
5. Some people got cars last year.
6. Some people made desks last year.
7. Some people gave dinners last year.
8. Some people visited hospitals last year.
9. Some people bought telephones last year.
10. Some people read books last year.
11. Some people used air coolers last year.
12. Some people saw airplanes last year.
13. Some people sent clocks last year.
14. Some people sold houses last year.
15. Some people kept animals last year.
16. Some people taught classes last year.
17. Some people visited hospitals last year.
18. Some people broke windows last year.
19. Some people chose dates last year.
20. Some people used libraries last year.

Drill 11. - Question - Answer

1. What time did the first class begin this morning?
2. Did you do your homework last night?
3. Do you always finish your homework?
4. When did you write to your family?
5. Did you get any news about your family?
6. Are you going to visit your family next month?
7. Do you want to be successful and happy?
8. Do you take care of your health?
9. When do you take exercise?
10. What exercise do you take?
11. Where did the servant get his new car?
12. Why did you lend a lot of money to the servant?
13. Did you listen to the news last night?
14. What did you see on TV last night?
15. Did you hear the telephone five minutes ago?
16. What did you do after class yesterday?
17. Where did you spend last summer?
18. When did you lose your watch?
19. Why are you staying at the hotel?
20. Did you understand the question?

Drill 12. - Question - Answer

The student hears a question; he answers as in the examples.

Examples: T: Who drove the car?
S: He drove it, but they didn't drive it.

T: Who sent the carpenter?
S: He sent him, but they didn't send him.

T: Who went?
S: He went, but they didn't go.

1. Who drove the car?
2. Who sent the carpenter?
3. Who went?
4. Who saw the airplane?
5. Who chose the engineer?
6. Who ate the oranges?
7. Who left those rulers?
8. Who sold that old clock?
9. Who spent the money?
10. Who forgot the date?
11. Who understood the teacher?
12. Who read those books?
13. Who made that table?
14. Who told the officer?
15. Who knew the answers?
16. Who took the umbrella?
17. Who came?
18. Who found the small boy?
19. Who broke the glasses?
20. Who heard it?

Drill 13. - Question - Answer

When S_1 hears an expression, he uses it to ask a question. Then S_2 answers, as in the example.

Example: T: drink any tea
S_1: Did you drink any te[illegible]
S_2: I didn't drink any tea yesterday, but I'll drink some tomorrow.

The roles of the two students are reversed in the middle of the drill.

1. drink any tea
2. eat any oranges
3. read any books
4. buy any newspapers
5. see any people
6. take any money
7. find any chairs
8. choose any watches
9. try any rice
10. get any calendars
11. hear any name
12. give any money
13. bring any chalk
14. teach any classes
15. sell any pencils
16. study any words
17. write any sentences
18. send any pens
19. spend any money
20. keep any meat

Drill 14. - Question - Answer

When S_1 hears a statement, he asks a question; S_2 answers, as in the example. Both students stress he.

Example: T: They heard the news at home.
S_1: Where did he hear the news?
S_2: He heard the news at home too.

The roles of the two students are reversed in the middle of the drill.

1. They bought food at the market.
2. They sat in this room.
3. They taught at school.
4. They sold cars at the garage.
5. They stood near the door.
6. They got money at the bank.
7. They began at the camp.
8. They found her at the clinic.
9. They wrote the answers at home.
10. They made the desk at the shop.
11. They saw those books at the library.
12. They read the questions in class.
13. They built a house near the airport.
14. They ate dinner at the restaurant.
15. They left the bags at the hotel.
16. They put the car in the parking lot.
17. They brought the boys to the field.
18. They sent food to the hospital.
19. They kept the animals at the farm.
20. They drank tea at work.

Drill 15. - Double Substitution

I slept yesterday, but I'll work tomorrow.

1.	sleep	work
2.	teach	study
3.	sit	stand
4.	talk	listen
5.	buy	sell
6.	come	leave
7.	take	give
8.	know	forget
9.	write	read
10.	drive	walk
11.	begin	stop
12.	leave	visit
13.	forget	try
14.	speak	listen
15.	stand	sit
16.	read	play
17.	build	sleep
18.	watch	know
19.	pay	choose
20.	understand	ask

LESSON THIRTY-FIVE

I BASIC TEXT

Oral Comprehension and Reading

At the Restaurant

George took some of his friends to a new restaurant three nights ago. In fact, it was on Thursday, November 10. They weren't sure where it was, but they finally found it near the travel office. They had to stand a few minutes till a table was ready. While they were standing, they were listening to some wonderful music. It was modern music and they all liked it.

After a short time they sat at the table and chose the food. There were some beautiful red flowers on the table. The servant began to bring the dinner at nine o'clock, and they ate for more than an hour. George enjoyed the dinner and his friends enjoyed it too. After they finished, George paid the servant and the happy men returned home.

1. Where did George take his friends?
2. Did they go on Wednesday, November 9?
3. Did George take them to his father's house?
4. Did they talk to the man in the travel office?
5. Why did they go to the travel office?
6. There weren't any chairs in the restaurant, were there?
7. Was the table too small?
8. When did they hear the music?
9. Did they like the music?
10. What color were the flowers on the table?
11. What time did they start dinner?
12. Did they have a small dinner or a big dinner?
13. Did they have to bring the food to the table themselves?
14. Did all the men pay for the dinner?
15. Where did the men go after the dinner?

Notice: Remind the students that the next two Lessons will be devoted to a general review and that this will be followed by a comprehensive exam on all the matter covered in the text. Direct the students to prepare as follows for the review of vocabulary and dialogs.

Lesson 36: Vocabulary and dialogs presented in Lessons 1-14.

Lesson 37: Vocabulary and dialogs presented in Lessons 15-35.

II PRONUNCIATION

Drill 33. - sks

asks
tasks
casks
masks
desks
flasks
husks
risks
disks
basks

a. Give each of the words above; the class listens.
b. Give each of the words above; the class repeats.
c. Point out that Arab students have a tendency to insert a vowel sound before the -s inflection. For example they tend to say askis instead of asks.
d. Give the words again; the class repeats.
e. Give the following sentences; the class repeats.

III DRILLS

Drill 1. - Transformation

a. Give each of the following pairs twice and have the class repeat:

put-put
sit-sat
buy-bought
lose-lost
bring-brought
hide-hid

b. Give a sentence; an individual student changes it to the simple past and adds last night.

I. 1. She puts the food on the table.
2. He puts his money in the bank.
3. They put their cars in the garage.
4. I put my books under the chair.

II. 1. They sit at home.
2. He sits near the window.
3. She sits there.
4. We sit in the new chairs.

III. 1. He buys the meat at the market.
2. We buy a lot of bread.
3. She buys expensive watches.
4. They buy fruit at the farm.

IV. 1. He loses the money.
2. We lose our friends.
3. They lose much chalk.
4. She loses her umbrella.

V. 1. She brings the milk.
2. We bring the newspapers.
3. They bring a lot of oranges.
4. It brings good weather.

VI. 1. He hides his new watch.
2. They hide their money.
3. She hides herself.
4. We hide the bags.

Drill 2. - Transformation

Give a base sentence; an individual student repeats it. Then give, one by one, a series of time expressions; for each time expression the same student makes a new sentence; and each time you give the correct sentence and have all the class repeat. At the end of the series of time expressions, select another student, give a new base sentence and repeat the procedure.

Example:

Teacher	Student
The men do the work.	The men do the work.
now	The men are doing the work now.
next Tuesday	The men will do the work next Tuesday.
last summer	The men did the work last summer.
usually	The men usually do the work.
every month	The men do the work every month.

Use this series of time expressions for all base sentences:

now, next Tuesday, last summer, usually, every month.

1. They leave the city.
2. I take it.
3. The officer gives the order.
4. He was teaching them.

Drill 3. - Variable Substitution

Follow the procedure for previous drills of this kind.

Base sentence; They are going now.

1. last week
2. why
3. tomorrow
4. every day
5. pay
6. at this time
7. next Tuesday
8. two days ago
9. four days from now
10. last night
11. every night
12. usually
13. write
14. where
15. eat
16. right now
17. last night
18. next week
19. negative
20. last week
21. statement

Drill 4. - Transformation

Give a statement; a student makes a short denial of the statement.

Examples: T: He can leave.
S: No, he can't.

T: The men came.
S: No, they didn't.

T: It's stopping.
S: No, it isn't.

1. It left.
2. He tried it.
3. They're talking.
4. You should ask.
5. I have to see it.
6. She has a desk.
7. They were doctors.
8. He was there.
9. They'll start.
10. She's going to eat.
11. We said it.
12. He'll be generous.
13. He tries hard.
14. They do all the work.

15. The people understood.
16. She can pay.
17. He must choose.
18. I had to speak.
19. She taught a class.
20. That's his house.
21. He is mistaken.

Drill 5. - Double Substitution

a. He likes summer, because it is hot.

1.	August	hot
2.	January	rainy and cold
3.	December	cold
4.	spring	cool
5.	September	clear and cool
6.	winter	cold
7.	summer	hot
8.	the summer	cool
9.	winter	windy and wet
10.	the spring	warm and sunny

b. He liked summer, because it was hot.

1.	March	clear and warm
2.	autumn	beautiful
3.	November	rainy
4.	winter	cold
5.	September	sunny and dry
6.	spring	very clear
7.	February	cool
8.	April	windy
9.	May	warm and dry
10.	fall	clear and warm

At the end of the drill call the attention of the class to the following:

In a., the first part of the sentence is simple present, and the because part is also present.

In b., the first part of the sentence is simple past, and the because part is also past.

Drill 6. - Transformation

a. Give each of the following pairs twice and have the class repeat:

begin-began
drive-drove
stand-stood
lend-lent
fight-fought
hit-hit

b. Give a sentence; an individual student changes it to the simple past and adds yesterday.

I. 1. Class begins at half past two.
2. He begins at the shop.
3. She begins the exam.
4. They begin lunch at noon.

II. 1. He drives to the office.
2. She drives a new car.
3. They'll drive to the bank
4. We drive them to school.

III. 1. The people stand there.
2. He stands behind the desk.
3. She stands in that place.
4. They'll stand near the door.

IV. 1. He'll lend his books.
2. She's lending the new chairs.
3. They lend a lot of money.
4. She'll lend her umbrella.

V. 1. The boys were fighting.
2. He'll fight the grocer.
3. The soldier will fight.
4. My friends are fighting.

VI. 1. He hits his brother.
2. The policeman hits that man.
3. She'll hit the cook.
4. We hit another car.

Drill 7. - Transformation

Examples: T: He is working tonight.
S_1: He worked last night.
S_2: He'll work tomorrow night.

T: They are beginning this summer.
S_1: They began last summer.
S_2: They'll begin next summer.

Reverse the roles of the two students in the middle of the drill.

1. She is driving today.
2. They are hiding tonight.
3. He is teaching this year.
4. We are leaving this afternoon.
5. They are fighting this week.
6. He is going this month.
7. She is leaving this summer.
8. They are building this fall.
9. It is paying today.
10. He is coming this spring.

11. We are sending it this afternoon.
12. I am helping this month.
13. He is choosing it this Tuesday.
14. She is buying it this Saturday.
15. They are keeping it this month.
16. You are spending it this morning.
17. He is reading it today.
18. She is giving it this March.
19. They are telling it today.
20. He is writing this September.

Drill 8. - Question - Answer

Give two words; S_1 uses the first in the first blank space, and the second in the other blank space, choosing much or many as needed, to complete this question:

Did he .... much/many ....?

S_2 gives a short negative answer and then uses the simple past of the verb already given, to complete this sentence:

No, he didn't, but he .... some.

Examples: T: take money
S_1: Did he take much money?
S_2: No, he didn't, but he took some.

T: teach classes
S_1: Did he teach many classes?
S_2: No, he didn't, but he taught some.

Reverse the roles of the two groups in the middle of the drill.

1.	take	money
2.	teach	classes
3.	fight	men
4.	keep	fruit
5.	break	windows
6.	bring	tea
7.	buy	meat
8.	choose	names
9.	drink	milk
10.	leave	friends
11.	eat	oranges
12.	build	houses
13.	pay	money
14.	spend	time
15.	send	newspapers
16.	forget	words
17.	get	butter
18.	see	pictures
19.	find	ink
20.	make	watches

Drill 9. - Triple Substitution

He drove the man's car yesterday.

Example: Teacher: drive man car
Class : He drove the man's car yesterday.

1.	take	teacher	pen
2.	get	officer	fan
3.	find	woman	money
4.	write	student	homework
5.	hide	clerk	notebook
6.	see	policeman	office
7.	know	boy	name
8.	forget	operator	bag
9.	leave	doctor	office
10.	send	neighbor	flowers
11.	eat	girl	bread
12.	choose	boy	book
13.	buy	dentist	car
14.	bring	lawyer	picture
15.	begin	student	lesson
16.	read	soldier	name
17.	break	judge	watch
18.	hit	tailor	brother
19.	lose	engineer	ruler
20.	spend	farmer	money

Drill 10. - Transformation

Give a statement; a student answers as in the examples, using the comparative and the simple past.

Examples: T: I'm selling an old bag.
S: We sold an older bag.

T: I'm buying an expensive watch.
S: We bought a more expensive watch.

1. I'm getting a cheap pen.
2. I'm lending a new umbrella.
3. I'm hiding a beautiful clock.
4. I'm buying a useless engine.
5. I'm sending a good man.
6. I'm choosing a long name.
7. I'm bringing a brave soldier.
8. I'm eating a big breakfast.
9. I'm beginning a hot summer.
10. I'm fighting a strong servant.
11. I'm keeping a young clerk.
12. I'm taking an important exam.
13. I'm writing a great book.
14. I'm making a heavy desk.
15. I'm thanking a generous man.

16. I'm driving an old car.
17. I'm starting a happy year.
18. I'm forgetting a useful example.
19. I'm giving a wonderful dinner.
20. I'm teaching a smart class.

Drill 11. - Written

Complete each of the following sentences, using in the blank space one of the following: isn't, aren't, doesn't, don't, or didn't.

Have an individual student choose the correct expression and then say the sentence.

1. The man .... work yesterday.
2. Our office .... white and gray.
3. Their offices .... white and gray either.
4. She .... buy much food last week.
5. He .... usually buy much food.
6. This food .... better than our food.
7. He .... understand the question in the last exam.
8. My relatives .... live in the city this summer.
9. My brother .... have much money ten years ago.
10. The fisherman .... go to sea every day.
11. .... that your teacher at the desk?
12. .... there any students in the room?
13. .... he leave the office last month?
14. It .... a good book.
15. He .... often lose his bags.

Drill 12. - Question - Answer

The student hears a question; he first gives a negative answer and then makes a statement, in both cases using pronouns, as in the examples.

Examples: T: Who took the money?
S: I didn't take it. Maybe he took it.

T: Who left the bags?
S: I didn't leave them. Maybe he left them.

1. Who ate the meat?
2. Who taught the class?
3. Who drove the car?
4. Who drank the coffee?
5. Who gave the answer?
6. Who brought the newspaper?
7. Who saw the officer?
8. Who bought the houses?

9. Who began the drills?
10. Who left the bags?
11. Who wrote the names?
12. Who took the book?
13. Who sent the engineer?
14. Who knew the teachers?
15. Who paid the merchant?
16. Who forgot the date?
17. Who broke the window?
18. Who lent the money?
19. Who hid the umbrella?
20. Who lost the notebooks?

Drill 13. - Variable Substitution

Base sentence: They began yesterday.

1. go
2. last week
3. question
4. fight
5. tomorrow
6. statement
7. she
8. drive
9. negative
10. I
11. last Monday
12. hide
13. statement
14. she
15. question
16. leave
17. they
18. next week
19. now
20. statement
21. we
22. negative
23. five days ago
24. he
25. write
26. statement
27. often
28. pay
29. last week
30. question

Drill 14. - Question - Answer

The student hears a question; he answers, as in the examples.

Examples: T: Did they boy a car last winter.
S: No, they didn't, but they'll buy a car next winter.

T: Did she teach last year?
S: No, she didn't, but she'll teach next year.

1. Did they buy a car last winter?
2. Did she teach last year?
3. Did he lend money last Tuesday?
4. Did you see him last week?
5. Did they drive yesterday?
6. Did we lose the book last Saturday?
7. Did she hide the bag last night?
8. Did you choose a mechanic last week?
9. Did he bring the oranges last winter?
10. Did she send a servant last Wednesday?
11. Did they tell the neighbors last night?
12. Did he hear the news this morning?
13. Did you build a house last year?

14. Did she get a carpenter yesterday?
15. Did they leave last summer?
16. Did he take a vacation last year.

Drill 15. - Review - Pronunciation

Drill 33

a. The student listens and repeats the words.
b. The student listens and repeats the sentences.

LESSON THIRTY-SIX

REVIEW

Note to the teacher: Lessons 36 and 37 are a review in preparation for an exam on the material covered in this text. Before each drill make sure that the students understand the instructions.

For the classroom drills, call on an individual student and have him do one or two questions of the drill.

Drill 1. - Review - Transformation

Change each of the following sentences to the negative.

1. There is a book on the table.
2. Those exams are difficult.
3. I am a serious student.
4. It's an expensive watch.
5. There are eighteen chairs in this room.
6. Wednesday is the second day of the week.
7. My brother is ten years old.
8. There are some umbrellas near the door.
9. His house is very beautiful too.
10. He was here in July.
11. It was either in the office or in class.
12. The judge was born on November twenty-fourth.
13. There were some pictures on the wall.
14. Yesterday was cooler than today.
15. Jasim was a successful dentist too.
16. There was too much sugar in the tea.
17. Laila is working at the Department of Health.
18. The other men are returning home.
19. She is buying another car.
20. You are standing in front of the teacher.
21. They were putting some oranges in the bag.
22. He was enjoying himself at the swimming pool.
23. I was opening another window.
24. She was spending too much money.
25. Fred was playing football on Tuesday.
26. We are going to wear our new clothes.
27. He is going to find a more useful example.
28. They are going to be happy next winter.
29. You are going to leave the office.
30. She is going to like this modern hotel.

Drill 2. - Review - Transformation

Change the sentences in Drill 1 above to simple questions.

Drill 3. - Review - Dialogs 1-7

Start one of the dialogs with a student, and then call upon another student to continue in your place. After this, tell a student to listen to the words of one speaker; give these words yourself, and then ask the student to give the words of the next speaker and also the words that the first speaker says next. Do this for the first seven dialogs.

Drill 4. - Review - Written

Use the correct form of the verb in brackets to complete each of the following sentences.

1. (go) They ...... to the airport tomorrow.
2. (work) He .... in the office right now.
3. (come) They can ......, if you are ready for them.
4. (see) My sister has to .... the flowers.
5. (eat) I .... a big dinner two hours ago.
6. (ask) We should .... the secretary.
7. (be) Those men .... officers two years ago.
8. (watch) The policeman .... the bank every night.
9. (wash) His wife ...... the dishes after every meal.
10. (write) You ..... English words, while I was speaking.
11. (drive) They never .... to the restaurant.
12. (sleep) We .... six hours from now.
13. (carry) The servant .... his bags last night.
14. (get) My brother .... three newspapers now.
15. (teach) The professor sometimes .... three classes.
16. (be) Look! Your pictures .... in this newspaper.
17. (buy) Fred .... another car yesterday.
18. (visit) He .... his relatives now.
19. (read) I .... that interesting book two weeks ago.
20. (keep) He must .... the children at home.
21. (bring) Don't .... your small brother to class tomorrow.
22. (enjoy) He always .... himself in summer.
23. (sit) George .... in my place now.
24. (take) We .... a long exam in two days.
25. (forget) They .... their notebooks last week.

Drill 5. - Review - Written

Put each group of words in the correct order to make a good sentence, either a statement, a negative statement, or a question.

Have all the class do each sentence with paper and pencil, and ask the students to raise their hands as they finish each sentence. Call on a student to give his sentence. Then give the correct sentence and have all the class repeat.

1. chair it the in on the is room
2. born Tuesday at was five o'clock on he
3. never on they time are class for
4. beautiful bring to usually our the we flowers market

5. at engineer when the does the work greenhouse?
6. stay it court I is the hot because can't at hot tennis too.
7. isn't policeman either the going to fat hurry?
8. from now the Faisal are boys taller Qatar than
9. useless the we the shouldn't parking lot car in leave?
10. every see at her day workshop he the does?
11. my you the why of names forget brothers did?
12. home my born at younger Tuesday was on brother.
13. man doctors the to another brought sick hospital the
14. any she morning doesn't food in usually the eat

Drill 6. - Review - Question - Answer

Give a full and complete answer to each of the questions. Use all the words of the question you can and follow the form of the question.

1. Did you bring your pen to school?
2. Why did you forget your notebook?
3. How many books do you have?
4. How many books did you read last year?
5. Were you reading an English newspaper yesterday?
6. Do you like flowers?
7. Do you have many flowers near your house?
8. Did you see any flowers in front of the school?
9. Did you give any flowers to your mother last spring?
10. Does a doctor have to work at the hospital every day?
11. Does a doctor usually have a clinic?
12. Why did you have to go to a doctor last year?
13. Are you healthy now?
14. Do you always walk to school?
15. Where do you usually walk on Friday?
16. Where were you walking last Thursday?
17. When did you begin to walk?
18. How old were you at that time?

Drill 7. - Review - Vocabulary

Check for spelling and meaning the vocabulary items that appear in Lessons 1-14. Make a random selection of words and occasionally stop and ask the student to use a word in a sentence which clearly shows he understands the meaning of the word.

Drill 8. - Review - Written

Choose the correct answer and write the letter in the space on the left.

Example: 1. ..c.. He (a. has b. have c. had d. will have) a big breakfast yesterday.

1. .... The men (a. are carefuls b. is careful c. are careful d. are a careful).
2. .... a. This is apple. b. This apple. c. This is an apple. d. This an apple.
3. .... a. I'm fine. b. I be fine. c. I'm am fine. d. I fine.
4. .... a. Is this watch? b. This is watch? c. This is a watch? d. Is this a watch?
5. .... a. It is'nt a desk. b. It not a desk. c. It isn't a desk. d. It isn't desk.
6. .... The picture (a. wasn't b. not was c. wasn't d. no was) on the wall.
7. .... He is (a. smart doctor b. a smart doctor c. a doctor smart d. doctor smart).
8. .... a. How many chairs there are? b. How many there are chairs? c. How many are there chairs? d. How many chairs are there?
9. .... a. They're aren't any pictures here. b. They're not any pictures here. c. There aren't any pictures here. d. There not pictures here.
10. .... a. What time is it? b. What time it is? c. What's time is it? d. What's it time?
11. .... We are here (a. at the night b. at night c. on the night d. in night).
12. .... You are not a student, (a. is you b. aren't you c. are you d. you are)?
13. .... a. Whose the book this is? b. Whose book this is? c. Who's book is this? d. Whose books is this?
14. .... My grandfather (a. is old 63 years b. has 63 years old c. is 63 years old d. is 63 years of old).
15. .... a. How old is your father? b. How is your father of old? c. How many olds is your father? d. How many of old is your father?
16. .... a. How your father is? b. How your father is he? c. Your father how is he? d. How is your father?
17. .... They are busy (a. in b. at c. on d. of) the afternoon.
18. .... Wednesday (a. the fourth day of the week b. the four day of the week c. is the fourth day of the week d. is day four of the week).
19. .... a. What the sixth month is? b. What the sixth month? c. What is the month sixth? d. What is the sixth month?
20. .... He came (a. at b. of c. on d. in) July 30.

Drill 9. - Review - Transformation

Change each of the following sentences to the negative.

1. He can work at the bank.
2. She can eat at the cafeteria.
3. They can come on Thursday afternoon.
4. We can carry Salma's bag.
5. I can be richer than you.
6. The judge could hear the lawyer's answer.
7. We could see the airplanes.
8. He could drink 23 cups of tea.
9. She could start at quarter to nine.
10. The doctors could visit the Department of Health.

11. He must bring some flowers.
12. The secretary must find those exams.
13. We must send the calendars too.
14. I must speak to the cook.
15. The young girls must buy some new clothes.
16. My neighbor should get a bigger house.
17. You should listen to that beautiful music.
18. The officer should take those brave soldiers.
19. I should wash those dirty clothes.
20. She should wear more expensive clothes.
21. Jasim will come tomorrow.
22. I will enter the office later.
23. The tailor will send the clothes next week.
24. The travel office will open at six o'clock.
25. The mechanics will be very careful.

Drill 10. - Review - Transformation

Change each of the sentences in the above drill to a simple question.

Drill 11. - Review Dialogs 8-15

Follow the directions of Drill 3, Lesson 36.

Drill 12. - Transformation

Each of the following sentences is the answer to a question. The underlined word or words suggest the question word to be used in asking the question. Read the sentence carefully and then ask the question.

1. Fred is a smart student.
2. My uncle was a policeman.
3. The library is in front of the school.
4. We should use a lot of sugar.
5. There are twenty-six classes.
6. My cousin's umbrella is blue.
7. He's here, because he's too lazy.
8. You must look under the chair.
9. They couldn't eat any rice.
10. He returned to the office today.
11. He should finish at five o'clock.
12. The new chairman is dishonest.
13. He could carry those heavy bags.
14. He was taking too much fruit.
15. That is Fred's plan.
16. Thursday is the fifth day of the week.
17. The other pens were in the desk.
18. I'll wait in the parking lot.
19. His clothes are ten years old.
20. Salma was taking care of the children.

Drill 13. - Review - Variable Substitution

Base sentence: He is writing a book now.

1. they
2. question
3. next month
4. last year
5. statement
6. often
7. buy
8. interesting
9. she
10. three days ago
11. question
12. now
13. statement
14. negative
15. next week
16. we
17. statement
18. better
19. books
20. sell
21. a year ago
22. now
23. negative
24. tomorrow
25. statement
26. yesterday
27. could
28. should we?
29. didn't we?
30. are we?

Drill 14. - Review - Pronunciation

Prepare a piece of paper with the numbers 1 to 20 written one under the other in a column; in the middle of the page write another column with the numbers 1 to 10.

a. The first column is used for this part of the drill. You will hear two words or two sentences; if the sound of the two words or sentences is exactly the same, write S next to the number; if there is any difference, write D.

Note: Make sure the student understands the above directions, for exam purposes. For the present drill books must be closed.

1.	teen	tin
2.	kin	kin
3.	bet	bit
4.	ten	tin
5.	met	mate
6.	wait	wait
7.	sat	sat
8.	fad	fed
9.	said	said
10.	not	gnat
11.	It was low.	It was law.
12.	I sew it.	I saw it.
13.	coat	caught
14.	cut	cut
15.	book	buck
16.	cut	cot
17.	bet	but
18.	brow	brow
19.	It was a bowl.	It was a boil.
20.	What do you bet?	What do you bet?

b. The second column is used for this part of the drill. You will hear a set of three words; choose the word which has a sound different from the sound of the other words, and write the number of that word next to the number on your paper.

1. din din den
2. luck lick luck

3.	hot	hot	hut
4.	red	rid	red
5.	suck	sock	suck
6.	would	wooed	wooed
7.	cot	cot	cut
8.	fed	fad	fad
9.	low	law	low
10.	bowl	bawl	bawl

Drill 15. - Review - Addition

Listen and write the statement you hear; then add a tail question and the expected short answer.

1. He's a generous man,
2. They aren't dishonest,
3. I am a smart student,
4. He and his wife are very kind,
5. She isn't at the library,
6. He was a good soldier,
7. They weren't very expensive,
8. There wasn't any food,
9. He was writing a book,
10. You weren't leaving,
11. I was reading a good book,
12. She is buying some flowers,
13. They are entering the office,
14. We aren't eating too much fruit,
15. You are using your umbrella,
16. He's going to wash his car,
17. They're going to wear old clothes,
18. She isn't going to be successful,
19. He can drive a car,
20. They can't see the airplane,
21. We couldn't carry those bags,
22. She could enter the library,
23. He must watch the children,
24. They mustn't drink too much tea,
25. I must buy some flowers,
26. He must finish the exam,
27. The merchant should be rich,
28. Our servants should stay,
29. An honest man shouldn't take that,
30. You shouldn't go to that hotel,

Drill 16. - Dictation

My brother is working at the bank today. He will have a holiday next week. He usually takes his family with him and drives to his farm on a holiday. He built a modern house there last year.

Note to teacher: If time permits, write the paragraph on the board after the dictation is finished. Have the students exchange papers and correct them.

LESSON THIRTY-SEVEN

REVIEW

Drill 1. - Review - Transformation

Change each of the following sentences to the negative.

1. We have a wonderful mother.
2. They have a meeting on Tuesday.
3. My sister has a lot of calendars.
4. I have thirty-five dinars.
5. I always take a shower every day.
6. They often read English newspapers.
7. She likes the music too.
8. We have to take care of our health.
9. They often stay at the hotel.
10. I have to read these books.
11. We eat rice every day.
12. He drinks beer sometimes.
13. The soldiers had a lot of troubles.
14. We had fun last summer.
15. I had a lot of flowers last spring.
16. I forgot the chalk.
17. He drove to the greenhouses.
18. She began her vacation in the winter.
19. They built the desk two days ago.
20. You had to eat those oranges.
21. The lawyer had to speak to the judge.
22. The mechanics had to go to the lab.
23. It was difficult.
24. Forget the meeting.
25. Go home.

Drill 2. - Review - Transformation

Change the above sentences to simple questions.

Drill 3.

Review dialogs 16-22.

Drill 4. - Review - Written

Use the correct form of the verb in brackets to complete each of the following sentences.

1. (sit) He never .... when he comes to class.
2. (watch) I can't see them now. They ..... TV.
3. (give) His father .... him some money last year.
4. (understand) They couldn't .... those difficult questions.
5. (know) What .... you ...... about engines?

6. (tell) If you ask him tomorrow, he ..... you.
7. (lose) She always .... her red umbrella.
8. (be) They .... always happy on Friday.
9. (break) Don't .... those new chairs.
10. (teach) He isn't .... at the university now.
11. (pay) ..... you ...... the merchant tomorrow?
12. (bring) Frank .... some flowers to his mother last month.
13. (enjoy) Laila usually .... her lunch at the hotel.
14. (get) You should .... a better servant.
15. (leave) When .... they ...... the bus station yesterday?
16. (spend) The chairman ...... too much money now.
17. (want) .... your cousin .... rice for dinner every day?
18. (finish) We .... our business in five minutes.
19. (walk) They ...... not ....., because it was too hot.
20. (tell) ..... he .... you about his vacation now?

Drill 5. - Review - Transformation

Change each of the following sentences to the simple past.

1. I'm poor, because I'm lazy.
2. He's a very good doctor.
3. Do you understand the examples?
4. It's half past ten.
5. The weather is wonderful.
6. She doesn't take care of her health.
7. He isn't a good man for that work.
8. Is there an office at the bank?
9. Why does he sit in that chair?
10. What do you tell him?
11. The lawyer doesn't drive either.
12. He eats because I eat.
13. I have to stop at the workshop.
14. They buy many clothes.
15. When do they return to the city?
16. She doesn't like that modern music.
17. The men go to work at night.
18. The officer gives the commands.
19. Where does Mohammad hide himself?
20. We like to take a long vacation.

Drill 6 - Review - Question - Answer

Give a full and complete answer to each of the questions. Use all the words of the question you can and follow the form of the question.

1. What were you talking about before class?
2. What can you tell me about the weather?
3. When is it very hot here?
4. Is it usually very hot in July?
5. When is it cold here?

6. Is it sometimes freezing?
7. Do we frequently have dusty weather in the summer?
8. Do you have to wear heavier clothes in the winter?
9. Where do you buy your clothes?
10. Does a tailor always make your clothes?
11. Did you give any clothes to poor people last year?
12. Does a generous man help poor people?
13. Will you visit your friend, if he is sick?
14. Where does a lazy man spend his time?
15. How much time do you spend at school each day?
16. Did you spend much time at the tennis court last month?
17. Where do you spend your time in summer?
18. Whose house do you often visit in summer?
19. What must you do, if you want to go to Beirut?
20. Did you ever work in a travel office?

Drill 7. - Review - Vocabulary

Check for spelling and meaning the vocabulary items that appear in Lessons 15-35. Follow directions given in Lesson 36, Drill 7.

Drill 8. - Review - Transformation

Each of the following sentences is the answer to a question. The underlined word or words suggest the question word to be used in asking the question. Read the sentence carefully and than ask the question.

1. The carpenter has a small shop.
2. I'll keep the money in my bag.
3. They heard beautiful music at the restaurant.
4. The chairman has to sit at that table.
5. We are going to need a new engine next week.
6. That policeman hit Frank's brother.
7. That proud woman wore blue clothes.
8. His grandmother usually eats much cheese.
9. The music will begin at nine o'clock.
10. He takes a shower every day.
11. George will buy 24 oranges at the market.
12. The engineer had to spend much time at the camp.
13. He enjoyed a wonderful vacation last summer.
14. He saw Laila's new black clothes.
15. I'll make a new plan tomorrow.
16. He built a modern house near the airport.
17. After the football game they went to the hotel.
18. He found a telephone at the workshop.
19. George hid, because the clerk heard him.
20. We had a successful meeting last night.
21. He had to finish that important business before noon.
22. He read the sad news in the newspaper.
23. She'll take care of the children later.

Drill 9. - Review - Written

Use the correct preposition in the blank space, if a preposition is necessary.

Direct the students to use the prepositions they have learned in these lessons. Inform them that the space is to be left blank, if a preposition is not needed.

1. The next class will be ...... Saturday.
2. There wasn't any class ..... night.
3. We had a meeting ...... last night.
4. We will begin ...... eight o'clock.
5. His father was born ...... 1905.
6. Those two boys were born ...... June.
7. Fred was born ...... June 15.
8. The meeting is ... half past nine...... Wednesday.
9. Try to come...... the morning.
10. We close the office ...... noon.
11. He is going to come .... this afternoon.
12. They are having a football game ...... today.
13. Can the judge see me ..... quarter to ten tomorrow?
14. It was very dusty .... the summer.
15. Will he return .... two days from now?
16. The airplane leaves here ...... quarter to four and gets there .... the evening.
17. Write your name .... the chalkboard.
18. You can find the doctor ..... the hospital.
19. We are their neighbors. Their house is ...... our house.
20. Come here and stand ...... the class.
21. Write your answers .... your notebooks.
22. Is the policeman .... the post office?
23. I can't see the pictures, because they are .... the teacher.
24. Will you come to the bank ...... me.
25. Thursday is .... Friday.

Drill 10.

Review dialogs and basic texts in Lessons 23-35. Follow the directions of Drill 3, Lesson 36.

Drill 11. - Review - Transformation

Change each of the following sentences to the negative.

1. They are buying the table themselves.
2. It is a big library.
3. It is either here or there.
4. I stayed at the hospital.
5. We bought some flowers.
6. They were playing together.
7. He usually has an interesting book.
8. She is always very polite.
9. The people should enjoy this music.
10. I must go to the travel office.

11. He will return in February.
12. My brother is studying history now.
13. We are going to eat at the hotel.
14. I am very generous.
15. He finished the long exam.
16. You usually hide your money.
17. There were some chairs in the library.
18. I had a wonderful holiday.
19. She must get some clothes.
20. He went to the airport an hour ago.
21. Ali frequently eats too much bread.
22. Salma has to choose a better color.
23. We will understand the examples later.
24. I put the books on the table last night.

Drill 12. - Review - Transformation

Change each of the above sentences to a simple question.

Drill 13. - Review - Transformation

Change each of the following sentences to the future. Use will, or won't, as needed.

1. It began at eight o'clock.
2. The class had an exam.
3. She went there with her brothers.
4. Does he understand the question?
5. Where should we eat?
6. I didn't sit in front of you.
7. Their house isn't ready.
8. Did they drive their new car?
9. The officer gave the commands.
10. He doesn't spend much money.
11. Why can't he come too?
12. I don't like it either.
13. Are they very clean?
14. It begins on November 12.
15. The women are buying the food.
16. The tailor forgot the clothes.
17. He didn't tell me about this vacation.
18. They returned at three o'clock.
19. We don't visit them on Saturday.
20. She had to sell the car.
21. They were entering the travel office.
22. Does he like the flowers?
23. When did he find the children?
24. He took care of his health.

Drill 14. - Review - Pronunciation

Prepare a piece of paper with the numbers 1 to 20 written one under the other in a column.

You will hear two words or two sentences; if the sound of the two words or sentences is exactly the same, write S next to the number; if there is any difference, write D.

Note: For the present drill, books must be closed. When the drill is finished, have the students exchange papers and correct them, as you give the right answers.

1.	red	wed
2.	real	real
3.	lead	read
4.	room	womb
5.	This is a red pencil.	This is a lead pencil.
6.	thing	thin
7.	sin	sin
8.	bird	bud
9.	That was a gull.	That was a girl.
10.	sank	sang
11.	bet	bet
12.	That's why I bit.	That's why I bid.
13.	cap	cab
14.	pike	bike
15.	I half the bread.	I have the bread.
16.	choose	shoes
17.	mush	mush
18.	shop	chop
19.	people	peopul
20.	cold	cold
21.	ship	chip

Drill 15. - Comprehension

You will hear a very short story. You must listen very carefully and then answer some questions. First you will hear the story read slowly; then you will hear it at the usual speed. After the second reading, you will hear some questions. You must write a full, complete answer to each question, using what you learned in the story.

It was three o'clock Tuesday afternoon. Fred was driving his car to the post office. He had three friends with him. While he was driving, Fred was talking to his friends and enjoying the fine spring weather. Maybe Fred was trying to forget his troubles. Maybe he was thinking about his vacation.

Another car in front of Fred stopped and Fred hit it. A policeman was standing there near the bus station, and he hurried to the two cars. He was very polite and he tried to help. He wanted to get a doctor from the hospital, but it was not necessary.

He took the names of all the men and told Fred to come with him to the police station. Fred left his car and asked his friends to watch it. Then he went with the policeman and forgot about the post office.

1. Was Fred driving to the police station?
2. How many people were in Fred's car?
3. Was Fred talking to his friends while he was driving?
4. What season of the year was it?
5. Did Fred hit a policeman?
6. Where did the other car stop?
7. What did the policeman do?
8. What did the doctor do?
9. Why did Fred ask his friends to fight the policeman?
10. Where did Fred go with the policeman?
11.

Drill 16. - Review - Addition

Add a tail and the expected short answer to each of the following statements.

1. He has a difficult question,
2. They have a very modern house,
3. She has a lot of rice every day,
4. We don't have much space here,
5. They usually enjoy lunch,
6. He works at the bank every day,
7. I often leave the office at noon,
8. You don't play football on Friday,
9. She doesn't listen to her mother,
10. We have to learn these words,
11. He has to get a new engine,
12. She doesn't have to work on May 6,
13. You don't have to take much money,
14. I didn't have a shower last night,
15. We had a lot of fun,
16. He had too much soup,
17. She didn't have any new books,
18. The library closed at eight o'clock,
19. We didn't pay the farmer,
20. He didn't know the people there,
21. You didn't understand the question,
22. The policeman stopped your car,
23. The tailor had to open his shop,
24. My uncle didn't have to go,
25. They had to work on Friday,
26. I didn't have to listen to her,
27. He'll bring the flowers tomorrow,
28. She won't return to the office,
29. They won't finish their work,
30. I'll hide the money here,

APPENDIX

VOCABULARY

Abu Dhabi	L.2
after	L.7
afternoon	L.7
ago	L.22
air cooler	L.13
airplane	L.1
airport	L.20
all	L.14
all right	L.12
always	L.13
America	L.2
American	L.2
and	L.10
animal	L.1
another	L.16
answer	L.1
any	L.5
anything	L.17
apple	L.1
April	L.12
Arab	L.3
ask	(comm.)
asked	L.31
as long as	L.14
at (place)	L.8
at (time)	L.8
ate	L.32
at home	L.16
at school	L.16
August	L.12
aunt	L.10
autumn (fall)	L.13
bad	L.3
bag	L.1
Bahrain	L.11
bank	L.16
barber	L.19
be	L.12
beautiful	L.3
because	L.20
beer	L.30
before	L.7
began	L.32
begin	L.18
behind	L.13
besides	L.28
better	L.14
big	L.3
black	L.9
blue	L.9
board	L.1
book	L.1
(to be) born	L.17
borrow	L.22
bowl	L.23
boy	L.7
brave	L.22
bread	L.23
breakfast	L.23
bring	L.18
brother	L.9
brought	L.32
brown	L.9
build	L.25
built	L.32
business	L.33
bus station	L.20
busy	L.22
but	L.5
butter	L.23
buy	L.18
by	L.13
by the way	L.33
calendar	L.13
came	L.32
camp	L.20
can	L.17
cannot	L.17
car	L.5
careful	L.22
careless	L.22
carpenter	L.19
carried	L.31
carry	L.18
ceiling	L.13
certainly	L.13
chair	L.1
chairman	L.33
chalk	L.13
change (v.)	(comm.)
changed	L.31
cheap	L.3
cheer up	L.14
cheese	L.23
chicken	L.23
children	L.19
choose	L.25
chose	L.32
cinema	L.16
city	L.3
class	L.1
class	L.5
clean	L.3
clerk	L.10
clinic	L.20
clock	L.13
close (v.)	(comm.)
closed	L.31
clothes	L.31
cloudy	L.13
coffee	L.23
coffee shop	L.30
cold	L.13
come	L.18
cook	L.19
cool	L.13
could	L.25
country	L.3
court	L.20
cousin	L.10
cup	L.23
date	L.12
December	L.12
dentist	L.19
department	L.16
Department of Agriculture	L.20
Department of Education	L.16
Department of Health	L.16
Department of Petroleum	L.16
depend	L.33
desk	L.1
did	L.32
difficult	L.24
dinner	L.23

dirty L.3
dish L.23
dishonest L.22
do (v.) L.18
do (helping verb) L.3
doctor L.19
does L.15
door L.1
drank L.32
drink L.25
drive L.25
drove L.32
dry L.13
dusty L.13

eat L.18
eight L.4
eighteen L.6
eighth L.12
eighty L.8
either L.15
eleven L.6
eleventh L.12
engine L.1
engineer L.19
English L.5
enjoy L.26
entered L.33
evening L.7
everybody L.14
exam L.1
example L.1
exercise L.31
expensive L.3

false L.19
family L.9
fan L.13
farm L.20
farmer L.19
fat L.14
father L.10
February L.12
felt L.32
fifteen L.6
fifth L.12
fifty L.8
film L.16
find L.18
first L.12
fish L.23
fisherman L.19
five L.4
floor L.13
flower L.33
food L.23
football L.19
for L.17
forty L.8
found L.32
four L.4
fourteen L.6
fourth L.12
freezing L.13
frequently L.30
Friday L.7
friend L.10
friendly L.22
from L.20
fruit L.23
full L.9
full of L.22
fun L.26

game L.28
garage L.16
gave L.32
generous L.22
get along L.14
girl L.7
give (comm.)
glass L.23
go L.5
going to L.25
gold L.9
good L.3
good-bye L.5
good luck L.25
got L.33
government L.18
grandfather L.10
grandmother L.10
gray L.9
great L.22
green L.9
greenhouse L.16
grocer L.19
grocery L.20
guess L.33

had to L.28
half L.7
handsome L.14
happy L.22
hardworking L.22
has L.14
have L.8
he L.7
headache L.14
health L.31
healthy L.14
heavy L.3
help (v.) L.18
helped L.31
her (adj.) L.8
her (pron.) L.20
here L.6
herself L.20
hi L.16
him L.20
himself L.20
his L.8
history L.21
holiday L.12
home L.16
homework (comm.)
honest L.22
hospital L.16
hot L.13
hotel L.20
house L.19
how L.3
how many L.5
humid L.13
hundred L.8
hurried L.31
hurry (comm.)

if L.22
important L.3
in L.4
in (time) L.8
in front of L.13
interesting L.24
itself L.20

January L.12
judge L.19
July L.12
June L.12
just (adv.) L.22

kind L.22
knew L.32
know L.14

Kuwait	L.21
lab	L.16
large	L.3
last night	L.16
last Saturday	L.16
last week	L.16
late	L.22
later	L.12
lawyer	L.19
lazy	L.22
learn	(comm.)
learned	L.31
leave	L.25
left (v.)	L.32
lend	L.28
let	L.33
library	L.20
life	L.22
light	L.1
like (v.)	L.3
liked	L.31
listen	(comm.)
listened	L.31
live (v.)	L.18
lived	L.31
long	L.3
look (v.)	(comm.)
looked	L.31
lot of	L.21
love (v.)	L.27
lucky	L.17
lunch	L.23
made	L.33
mail	L.17
man	L.10
March	L.12
market	L.20
married	L.9
matter	L.14
May	L.12
maybe	L.14
me	L.20
meat	L.23
mechanic	L.19
mechanic	L.28
meeting	L.12
men	L.10
merchant	L.19
midnight	L.7
milk	L.23
mind (v.)	L.28
minute	L.8
mistaken	L.33
modern	L.24
Monday	L.7
money	L.13
month	L.12
more	L.14
morning	L.7
mother	L.10
much	L.23
must	L.21
myself	L.20
near	L.4
necessary	L.3
neighbor	L.10
neither...nor	L.12
never	L.13
new	L.3
newspaper	L.17
New York	L.3
next	L.25
nice	L.3
night	L.7
nine	L.4
nineteen	L.6
ninety	L.8
nineth	L.12
no	L.2
noon	L.7
notebook	L.1
November	L.12
o'clock	L.7
October	L.12
of	L.7
of course	L.25
office	L.1
officer	L.19
often	L.30
old	L.3
on (loc.)	L.4
on (day)	L.8
one	L.4
open	(comm.)
opened	L.31
operator	L.19
opposite	L.20
or	L.4
orange	L.1
orange	L.9
other	L.15
others	L.15
our	L.8
ourselves	L.20
paid	L.32
painter	L.19
parking lot	L.20
past	L.7
pay	L.25
pen	L.1
pencil	L.1
people	L.18
picture	L.13
piece	L.13
place	L.9
plan	L.33
plate	L.23
play	L.18
played	L.31
please (v.)	L.33
policeman	L.19
police station	L.16
polite	L.22
poor	L.22
post office	L.16
proud	L.22
put	(comm.)
put (past)	L.32
Qatar	L.11
quarter past	L.8
quarter to	L.8
quiet	L.25
rainy	L.13
read	(comm.)
read	L.32
ready	L.28
red	L.9
relative	L.10
repeat	(comm.)
repeated	L.31
restaurant	L.16
rice	L.23
rich	L.22
right	L.17
room	L.1
ruler	L.13
sad	L.22
said	L.32

salad	L.23
sat	L.32
Saturday	L.7
saw (v.)	L.32
say	L.18
school	L.7
sea	L.20
season	L.13
second	L.12
secretary	L.7
see	(comm.)
sell	L.25
send	L.25
sent	L.32
September	L.12
serious	L.22
servant	L.19
seven	L.4
seventeen	L.6
seventh	L.12
seventy	L.8
she	L.7
ship	L.20
shop	L.20
short	L.3
should	L.19
sick	L.14
silver	L.9
single	L.9
sister	L.10
sit	(comm.)
six	L.4
sixteen	L.6
sixth	L.12
sixty	L.8
sleep	L.18
slept	L.32
small	L.3
smart	L.22
so (adv.)	L.14
sold	L.32
soldier	L.19
some	L.5
sometimes	L.23
soup	L.23
space	L.26
speak	L.25
spell	(comm.)
spelled	L.31
spoke	L.32
spring	L.13
stand	(comm.)
start (v.)	L.18
started	L.31
stay	L.33
stood	L.32
stop	(comm.)
stopped	L.31
store	L.16
strict	L.7
strong	L.14
student	L.5
studied	L.31
study (v.)	(comm.)
successful	L.31
sugar	L.23
summer	L.13
Sunday	L.7
sunny	L.13
surprise	L.22
swimming pool	L.16
table	L.1
tailor	L.19
take	(comm.)
take care of	L.31
tall	L.14
taught	L.32
tea	L.23
teach	L.25
teacher	L.7
telephone	L.33
ten	L.4
tenth	L.12
than	L.14
thank	L.1
thanked	L.31
the	L.4
then	L.33
the other	L.15
the others	L.15
their	L.8
them	L.20
themselves	L.20
there	L.6
there are	L.5
there is	L.5
thermometer	L.13
these	L.4
they	L.7
thin	L.14
thing	L.33
think	L.33
third	L.12
thirteen	L.6
thirty	L.8
those	L.4
thought (v.)	L.33
three	L.4
Thursday	L.7
till	L.33
time	L.7
tired	L.12
to	L.20
today	L.7
together	L.17
told	L.33
tomorrow	L.5
tonight	L.16
too	L.2
too (+ adj.)	L.23
took	L.32
travel office	L.20
tried	L.31
trouble	L.25
true	L.19
try	L.25
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twelfth	L.12
twelve	L.6
twenty	L.6
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two	L.4
ugly	L.14
umbrella	L.1
uncle	L.10
under	L.4
understand	L.33
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use (v.)	L.18
used	L.31
useful	L.3
useless	L.3
usually	L.30
vacation	L.33
very	L.3
visit	L.25
visited	L.31
wait for	L.33
walked	L.31
wall	L.1
warm	L.13
was	L.16

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washed	L.31
watch	L.1
watch (v.)	L.18
watched	L.31
water	L.23
we	L.7
weak	L.14
wear	L.31
weather	L.13
Wednesday	L.7
week	L.12
went	L.32
were	L.16
wet	L.13
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when	L.17
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while	L.22
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who	L.7
whose	L.8
why	L.20
wife	L.19
will	L.12
window	L.1
windy	L.13
winter	L.13
with	L.20
woman	L.10
women	L.10
wonderful	L.3
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work (n.)	L.18
work (v.)	L.18
worked	L.31
workshop	L.16
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worse	L.14
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wrote	L.32
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yellow	L.9
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you (p.)	L.7
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your (s.)	L.8
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